ALT-MSA 2006 Handbook

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ALT-MSA 2006 HANDBOOK PART 1:
GENERAL INFORMATION

INTRODUCTION AND BACKGROUND

The federal No Child Left Behind Act (NCLB) of 2001 requires that all students be assessed and receive an individual score in reading and mathematics in grades 3−8 and a high school grade (Maryland has chosen to assess grade 10 content to fulfill this federal mandate). The Individuals with Disabilities Education Act (IDEA) of 2004 also requires that states provide an "alternate assessment" and ensure access to the general curriculum when implementing statewide accountability systems. An alternate assessment is an assessment designed for students with significant cognitive disabilities who meet specific participation guidelines and therefore are unable to participate in a regular assessment, even when accommodations are provided.

In Maryland, students with disabilities participate in either the Maryland School Assessment (MSA) in reading and mathematics (with or without accommodations, as appropriate) or in the Alternate Maryland School Assessment (ALT-MSA), as determined by the student's Individualized Education Program (IEP) Team.

The MSA and ALT-MSA are administered to students in grades 3−8. At the high school level the MSA tests students through end-of-course assessments in English 2 and geometry, and the ALT-MSA tests grade 10 students in reading and mathematics.

The MSA assesses students' attainment of grade level objectives in reading and mathematics. The ALT-MSA assesses students with significant cognitive disabilities attainment of individually selected instructional-level reading and mathematics Mastery Objectives which are aligned with grade-level Maryland Content Standards. These selected objectives form the framework for the student's reading and mathematics instructional program.

A guide to using this *ALT-MSA 2006 Handbook* appears on page 1−2.

Participation Guidelines for ALT-MSA appear on page 1−3.

USING THE *ALT-MSA 2006 HANDBOOK*

The *ALT-MSA 2006 Handbook* is divided into tabbed sections allowing users to easily refer to the procedures relevant to their role in ALT-MSA Testing. Users of this handbook include principals, members of the Test Examiner Team (TET), and School Test Coordinators (STCs). Local Accountability Coordinators (LACs) and ALT-MSA Facilitators (AMFs) should also be familiar with the entire contents of this handbook. The parts of the Handbook are as follows:

Part	Description	Target User
1	General Information	Principal, STC, and TET
2	Planning the Development of the ALT-MSA 2006 Portfolio	Principal, STC, and TET
3	Ordering ALT-MSA 2006 Portfolio Materials	STC
4	Forms Required for the ALT-MSA 2006 Portfolio	Principal, STC, and TET
5	Writing and Reviewing ALT-MSA 2006 Mastery Objectives	Principal, STC, and TET
6	Using **ALT-MSA Online** to Enter, Review, Submit, Revise, and Print Mastery Objectives	Principal, STC, and TET
7	Coordinating Instruction and Selecting Artifacts that Demonstrate Attainment of ALT-MSA 2006 Mastery Objectives	TET
8	Resources to Support Implementation of ALT-MSA 2006	TET
9	Directions for Acquisition and Application of Preprinted Student Identification Labels	STC
10	Directions for ALT-MSA 2006 Portfolio Collection and Shipping	STC

ALT-MSA PARTICIPATION GUIDELINES

ALT-MSA participation criteria. As noted above, students with disabilities in grades 3–8 and 10 must participate in either MSA or ALT-MSA. The decision for which assessment is appropriate for an individual student is made by each student's IEP Team. A student with a significant cognitive disability will participate in ALT-MSA if he or she meets **each** of the following criteria:

- The student is learning (at emerging, readiness, or functional literacy levels) extended Maryland reading and extended Maryland mathematics content standards objectives.

  AND

- The student requires explicit and ongoing instruction in a functional life-skills curriculum including personal management, community, recreation/leisure, career/vocational, communication/decision making/interpersonal skills.

  AND

- The student requires extensive and substantial modification (e.g., reduced complexity of objectives and learning materials, and more time to learn) of general education curriculum. The curriculum differs significantly from that of their non-disabled peers. They learn different objectives, may use different materials, and may participate in different learning activities.

  AND

- The student requires intensive instruction and may require extensive supports, including physical prompts, to learn, apply, and transfer or generalize knowledge and skills to multiple settings.

  AND

- The student requires extensive support to perform and participate meaningfully and productively in daily activities in school, home, community, and work environments.

  AND

- The student cannot participate in the MSA even with accommodations.

Students not meeting the criteria above will participate in the MSA, with or without accommodations, as appropriate, based on their IEP.

Determining students' grade level. ALT-MSA-eligible students participate in ALT-MSA in Grades 3–8 and 10. To determine the grade level of a student in an ungraded program, the following Maryland State Department of Education (MSDE) procedure should be used:

> Grade equals the number of years the student has been in school after kindergarten (including the current year) adjusted by subtracting the number of times he/she was not promoted and/or adding the number of times he/she was accelerated.

Nonpublic schools with ungraded programs must work with the local school system to determine the grade level for individual students.

Assessing Students Who Transfer Enrollment. Students who enter or transfer into a school during the test window ***must*** participate in the ALT-MSA and a portfolio must be submitted for the student. If the student has transferred from a school in Maryland, the ALT-MSA portfolio must be forwarded to the student's new school within 10 school days for continuation and completion.

The sending school must forward a portfolio that contains test documents and number of artifacts consistent with the number of days the student was enrolled in the sending school. The failure to do so may result in a student receiving a proficiency level of "Basic." Students receiving home and hospital instruction must participate in the ALT-MSA.

Excusing Students. If the principal and other appropriate staff determine a student should be excused from participation in the ALT-MSA, this decision must be documented as stated in the MSDE document "Requirements for Accommodating, Excusing, Exempting Students in Maryland Assessment Programs." Students who are excused will be assigned a proficiency level of "Basic."

DESCRIPTION OF THE ALT-MSA

The ALT-MSA was developed in close collaboration with:
- experts in reading and mathematics content, psychometrics, and portfolio assessment for students receiving special education,
- consultants with a national perspective,
- stakeholder advisory committee members,
- special education staff, and
- parents of and teachers of students who will participate in the ALT-MSA.

Steps in the ALT-MSA Process. The ALT-MSA assesses and reports student mastery of reading and mathematics Mastery Objectives written at the student's instructional level, and aligned with grade-level Maryland Content Standards and Topics. A cycle of instruction and assessment is intrinsic to ALT-MSA. The ALT-MSA consists of the following steps:

- **Step 1: Review results or conduct pre-assessment**. A TET comprised of the instructional staff teaching the student reviews a student's ALT-MSA results from the previous year. If the student did not participate in ALT-MSA the previous year the TET conducts a pre-assessment to determine what skills the student has attained in reading and mathematics and to identify skills that need to be learned. A student's reading and mathematics instructional and assessment program will be based on the results of ALT-MSA 2005 or the pre-assessment.

- **Step 2: Write Mastery Objectives**. The TET writes 10 reading and 10 mathematics Mastery Objectives representing the content on which the student will be instructed and assessed for the ALT-MSA. The selected reading and mathematics objectives should be challenging and attainable with at least 80% accuracy by March 15, 2006. The objectives selected by the team may include IEP objectives in reading and mathematics that are aligned with Content Standards that have not yet been achieved. Mastery Objectives are recorded on the ALT-MSA Test Documents (found in part 4 of the *ALT-MSA 2006 Handbook*) and submitted to the test contractor for review and feedback to ensure that objectives contain the proper attributes for measurability in scoring.

- **Step 3: Conduct Ongoing Classroom Instruction and Construct Portfolio**. Students receive instruction in the reading and mathematics Mastery Objectives as part of their regular instructional program throughout the test window, September 1, 2005 – March 15, 2006. Concurrent with delivery of instruction, the TET constructs a portfolio of evidence that demonstrates that the individual student attained the Mastery Objectives that were selected by the student's TET. Evidence of mastery, the artifacts, is collected at any appropriate time during the test window. The collection of student artifacts that demonstrate the student has attained the Mastery Objectives, along with other identified information, comprise the student's ALT-MSA Portfolio. Thoughtful early planning, organization, and shared ownership of the ALT-MSA among the student's teachers, related service providers, and instructional assistants, the TET, will result in a portfolio that conveys student learning reflective of an integrated instructional program provided by a collaborative instructional team.

Involve Student in Portfolio Development. Since the ALT-MSA is a record of a student's work, portfolio development should involve the student as much as possible. Students should work with TEs to chart their learning and select artifacts that demonstrate mastery.

Involve Parents/Guardians in Portfolio Development. Active parent/guardian involvement will support the student in learning the selected reading and mathematics objectives. Students' opportunities to learn are broadened when parents/guardians are full participants in their children's education. Families provide additional opportunities to practice at home and in community settings what is learned in school. These opportunities increase the likelihood that skills learned in the school community will be generalized to activities in the home and in other community settings.

- **Step 4: Prepare Portfolios for Shipping and Scoring**. At the end of the ALT-MSA test window, the School Test Coordinator ensures that all components of the portfolio are accurately labeled with preprinted student identification labels and are properly packed for pickup by the ALT-MSA test contractor.

Scoring and Reporting. After portfolios are picked up from schools, they are processed and submitted to teams of scorers who review the portfolios to determine if the submitted evidence substantiates that the Mastery Objectives have been attained. Based on the percentage of Mastery Objectives attained, students receive a proficiency level designation of Basic, Proficient, or Advanced. For each content area (reading and mathematics), students will be assigned "Basic" if fewer than 60% of Mastery Objectives are achieved, "Proficient" if at least 60% but less than 90% of Mastery Objectives achieved, and advanced if 90% or greater of Mastery Objectives are achieved. These results are reported as part of the State Education Accountability Program which meets the NCLB and IDEA requirements.   The ALT-MSA proficiency scores contribute to school, local school system, and State Adequate Yearly Progress (AYP).

Figure 1-1 on page 1-7 illustrates the necessary steps for successful ALT-MSA instruction and assessment. All procedures are described in detail in subsequent parts of this *ALT-MSA 2006 Handbook*. **The responsibility of ALT–MSA Portfolio development must be shared among the TET.** Important timeframes are included with each component.

FIGURE 1-1: Planning the Development of the Alt–Msa Portfolio for Reading and Mathematics Instruction and Assessment

Step 1 September 2005	
Activities	**Handbook References**
• **Principal meets with TETs to plan administration of ALT-MSA.** • **TET meets to analyze results from 2005 or plan pre-assessment, plan Mastery Objective development, instruction, and portfolio development** • **STC orders portfolio materials**	**Parts 1, 2, and 4** **Parts 1, 2, 4, and 5** **Part 3**

Step 2 September through November 2005	
Activities	**Handbook References**

• **TET writes Mastery Objectives.**
   o **Align Mastery Objectives and Instruction with grade-level and age-appropriate expectations**
   o **Align Mastery Objectives with Content Standards**
   o **Ensure that Mastery Objectives have the required components**
• **Principal reviews and signs Mastery Objectives.**
• **Parents receive ALT-MSA Mastery Objectives.**
• **Mastery Objectives submitted for technical review.**
• **Feedback is received and revisions are made.**
	Parts 5 and 6
	Part 5
	
	Part 5
	Part 5
	
	Parts 5 and 6
	Part 5
	Part 6
	Part 6

Step 3 September 2005 through March 15, 2006	
Activities	**Handbook References**
• **TET instructs and assesses Mastery Objectives, selects artifacts, and compiles portfolio.**	**Parts 4, 7, and 8**

Step 4 March 15 – 17, 2006	
Activities	**Handbook References**
• **STC collects portfolios, applies labels, and prepares for pick up.**	**Parts 9 and 10**

CONTENTS OF THE ALT-MSA PORTFOLIO

The ALT-MSA Portfolio consists of four sections and a Table of Contents. All forms that must be included in the ALT-MSA Portfolio are in Part 4 of the *ALT-MSA 2006 Handbook* and are available online at http://www.marylandpublicschools.org/MSDE/testing/Alt_msa/.

Requirements for each of the four portfolio sections are outlined below. (Note: The Table of Contents for the portfolio will be inserted into the portfolio prior to Section 1.)

Portfolio Section 1: Student Information

• List of TEs that comprise the TET for the student, labeled "A."
• Final **ALT-MSA 2006** Mastery Objectives for the student, as revised, and labeled "B," with attached copies of
    (1) feedback from Mastery Objectives Review Process, labeled "C" and
    (2) originally submitted Mastery Objectives, labeled "D."
• Pre-assessment of the selected grade level(s) for the Reading and Mathematics Content Standards if the student did not participate in ALT-MSA 2005, labeled "E."
• **ALT-MSA 2005** (previous year's) Test Document, labeled "F."
• Copy of the student's IEP goals and objectives, labeled "G."

Portfolio Section 2: Parent/Guardian Participation
• Signed form from the parents/guardians for their review and comments on Mastery Objectives, labeled "H." • Documentation that the parents/guardians were invited to review portfolio and whether they reviewed the portfolio before it was submitted for scoring, labeled "J." • Documentation that TEs sent a copy of the ALT-MSA Test Documents for Reading and Mathematics, labeled "K."

Portfolio Section 3: Student Mastery of Ten (10) Reading Objectives
• Artifacts as evidence of Mastery Objective attainment including one videotaped artifact of the student demonstrating mastery of at least one reading objective. Artifacts must be numbered as indicated on the portfolio Table of Contents (see *ALT-MSA 2006 Handbook* Part 4). **Note: See page 1–9 of this Handbook for Reading Content Standards and Topics to be assessed on the ALT-MSA.**

Portfolio Section 4: Student Mastery of Ten (10) Mathematics Objectives
• Artifacts that are evidence of attainment of the Mastery Objectives, including one videotaped artifact of the student demonstrating mastery of at least one mathematics objective. Artifacts must be numbered as indicated on the portfolio Table of Contents (see *ALT-MSA 2006 Handbook* Part 4). **Note: See page 1–9 of this Handbook for Mathematics Content Standards and Topics to be assessed on the ALT- MSA.**

READING CONTENT ASSESSED ON ALT-MSA

Test examiners must select two Objectives and the corresponding Indicators from each of the Content Standards or Topics listed below. Mastery Objectives and artifacts must reflect the content standards for the student's grade level and must be age-grade appropriate.

1.0 General Reading Processes
(A) Phonemic Awareness, (B) Phonics, (C) Fluency, or Other   If the student does not acquire literacy skills through instruction in phonemic awareness, phonics, or sight words, **the TET will select two objectives in another area of reading to replace objectives in these areas** for the ALT-MSA. This information must be documented in the designated area on the ALT-MSA Test Document for Reading.   **(D) Vocabulary**   **(E) General Reading Comprehension**
2.0 Comprehension of Informational Text
3.0 Comprehension of Literary Text

MATHEMATICS CONTENT ASSESSED ON ALT-MSA

Test examiners must select two Objectives and the corresponding Indicators from each of the Content Standards or Topics listed below. Mastery Objectives and artifacts must reflect the content standards for the student's grade level and must be age-grade appropriate.

1.0 Algebra, Patterns, and Functions
2.0 Knowledge of Geometry
3.0 Knowledge of Measurement
4.0 Knowledge of Statistics
(B) Data Analysis   **Note:** Only objectives from **Data Analysis** may be submitted. Although students will receive instruction in the topic of data display, *objectives from **data display** will **not** be assessed for ALT-MSA.*
*< 5.0 Knowledge of Probability (**NOT** assessed on ALT-MSA) >*
6.0 Knowledge of Number Relationships or Computation
7.0 Process of Mathematics
(C) Communication: *Present mathematical ideas using words, symbols, visual displays, or technology.*   **Note:** Mastery Objectives will not be written for Process of Mathematics Content Standard. However, students will be scored based on evidence in the artifact that they communicated mathematical ideas. Mathematics objectives which are mastered by the student are assumed to meet the criteria of 7.0 C, above.

ALT-MSA 2006 TIMELINE 2005−2006

[Directions that differ for LEA 24/Non Public Schools are indicated by bold italics]

Date	Task
June 7, 2005	LACs and AMFs attend MSDE train-the-trainer on ALT-MSA administration and development of Mastery Objectives.
June 8, 2005	***LEA 24 STCs attend MSDE training on ALT-MSA administration and development of Mastery Objectives.***
September 1, 2005 − March 15, 2006	2005−2006 Test Window. There will be no extensions of the test window due to adjustments in the school calendar for weather-related closings. Dates of Mastery on artifacts must be within the test window.
June − September, 2005	LACs and AMFs provide training or information sessions in ALT-MSA administration to principals, STCs, and TEs *(STCs).*
September 1, 2005 − October 4, 2005	LACs and LEA 24 STCs submit ALT-MSA materials order online.
September 1 − 30, 2005	Principal, STC, and TE meet to: • identify TEs (teachers, related service providers, and instructional assistants) who will form the TET for each participating student. Complete TE form for each student. • identify roles and responsibilities for each member of the TET. • develop an implementation schedule and monitoring plan to assure portfolio completion by March 15, 2006.
September 1, 2005 − October 15, 2005	Student's TET • selects reading and mathematics indicators and objectives that will be assessed, based either on 2005 ALT-MSA test results or on a pre-assessment. • completes ALT-MSA Test Documents for Reading and Mathematics; writes Mastery Objectives for each content standard and topic to be assessed, identifies TEs for each Mastery Objective and the type of artifact. • sends copy of ALT-MSA Test Documents for Reading and Mathematics to parent/guardian with cover form. • Arranges for principal or designee review of Mastery Objectives to assure they are measurable and aligned with the state content standards and topics to be assessed. Mastery Objectives that do not have the mandatory components should be returned to TEs for revision.
October 15, 2005	Submit ALT-MSA Test Documents/Mastery Objectives for Reading and Mathematics for each student participating in ALT-MSA to test contractor for technical adequacy review.
October 24, 2005 − November 15, 2005	ALT-MSA test contractor reviews Mastery Objectives. Test documents and feedback posted by November 15.

Date	Task
November, 2005	LACs *(STCs)* submit pretest file for students in grades 3−8 and 10 who will participate in ALT-MSA (combined MSA/ALT-MSA file, submitted to ALT-MSA test contractor's SchoolHouse website).
March 15, 2006	STC collects all ALT-MSA portfolios and unused test materials and packs for pickup <u>from school</u>. • For schools selected for Rangefinding, portfolios and unused materials will be picked up on March 16, 2006. • Test contractor will pick up ALT-MSA test materials from all schools March 17, 2006 through March 21, 2006.
March, 2006	Rangefinding and preparation of scoring guides by MSDE and test contractor.
April 17 − 21, 2006	LAC *(STC)* submits post-test file to MSDE.
April − May, 2006	ALT-MSA Portfolios are scored.
June, 2006	ALT-MSA results and home reports sent to schools.

PRINCIPALS, STCS, AND TES RECEIVE ALT-MSA TRAINING

(JUNE−SEPTEMBER)

Between the beginning of June 2005 and end of September 2005, the following ALT-MSA training occurs:

- LACs, AMFs, and LEA 24 STCs attend train-the-trainer sessions conducted by MSDE and ALT-MSA test contractor. (June 2005)

- LACs and AMFs conduct required training sessions for STCs about the ALT-MSA. STCs become familiar with the procedures for the development of the ALT-MSA Portfolio.

- Principals receive information about the ALT-MSA and their role in ensuring appropriate implementation of ALT-MSA procedures.

- The STC, LAC, and AMF, or other locally identified staff will provide in-depth training to TEs.

- All staff members involved in the participating student's instructional program are required to participate in this training. All of the student's teachers, related service providers, and instructional assistants should be members of the ALT-MSA TET. Teachers who are providing home and hospital teaching services for students who are identified as participants in ALT-MSA must also attend training sessions about administering ALT-MSA.

CODE OF ETHICS

The following code of ethics conforms to the Standards for Educational and Psychological Testing developed by the American Educational Research Association, the American Psychological Association, and the National Council on Measurement in Education:

> **IT IS A BREACH OF PROFESSIONAL ETHICS FOR SCHOOL PERSONNEL TO PROVIDE VERBAL AND NON-VERBAL CLUES OF ANSWERS, TEACH ITEMS ON THE TEST, SHARE WRITING PROMPTS, COACH, HINT, OR IN ANY WAY INFLUENCE A STUDENT'S PERFORMANCE DURING THE TESTING SITUATION. A BREACH OF ETHICS MAY RESULT IN INVALIDATION OF TEST RESULTS AND LEA OR MSDE DISCIPLINARY ACTION.**

However, it is expected that during the ALT-MSA, students will receive the prompts, supports, and accommodations that the student typically uses during instruction and other assessments.

The materials used to construct the ALT-MSA portfolio (binder, tabs, forms, etc.) are not secure before they contain student-specific information and student work. However, once the portfolios contain student identifying information, student testing materials, and student work, the portfolios become secure documents and must be treated with the same care as other secure testing materials. As such, portfolios should be maintained in a secure, locked area when not in use, accessible only to the members of the TET and the STC.

> **VIOLATION OF SECURITY CAN RESULT IN PROSECUTION AND/OR PENALTIES AS IMPOSED BY THE MARYLAND STATE BOARD OF EDUCATION AND/OR STATE SUPERINTENDENT OF SCHOOLS IN ACCORDANCE WITH COMAR 13A.03.04 AND 13A.12.05.**

It is assumed that TEs and any others who handle test materials are aware of the consequences of test security violations. (See Certification of Training and Non-disclosure forms in Part 4.)

TEST IRREGULARITIES

Test irregularities result from an inappropriate implementation of the ALT-MSA Portfolio procedures. Sanctions for test irregularities for the ALT-MSA will be consistent with those for other Maryland State Assessment Programs. Examples of test irregularities include, but are not limited to, the following:
- accuracy scores wrongfully reported to indicate mastery,
- artifacts and forms from previous test years submitted for scoring,
- artifacts not completed within the test window,
- dates on artifacts misrepresented or changed, artifacts falsified, signatures falsified,
- students "coached" instead of being provided with the appropriate prompt level to demonstrate their skills,
- including in portfolio a wrongfully copied letter of approval of review of Test Documents,
- portfolios not completed in compliance with ALT-MSA procedures, resulting in improper assessment of a student or a group of students and
- incomplete portfolios submitted for a group of students or an individual student

Testing irregularities should be reported by TEs to STCs, and by STCs to the LAC. LACs investigate and report to the State Test Administration and Security Committee as appropriate.

ELIGIBLE TEST EXAMINERS

TETs are comprised of all eligible staff assigned to teach a student. The ALT-MSA is not the instructional and assessment responsibility of one TE. For students assigned to home and hospital instruction, the TET is comprised of the home and hospital teacher and assigned staff from the student's school.

Eligible TEs for the ALT-MSA administration must be state-certified professional school staff and related service providers, long-term substitute teachers, or contractual related-service providers assigned to teach a student participating in ALT-MSA. Instructional assistants and student teachers may be TEs and must work under the direct supervision of state-certified professional school staff.

INDIVIDUALS NOT ELIGIBLE TO SERVE AS TEST EXAMINERS

Individuals who are not eligible to serve as TEs include:

- Non-employees of the school district (e.g., parents, volunteering community members), and
- Non-employees of the school system who are state-certified teachers and who are not on a substitute list.

STAFF ROLES AND RESPONSIBILITIES IN ALT-MSA TESTING:
LOCAL ACCOUNTABILITY COORDINATOR (LAC)

[Note: Any differences in procedures for LEA 24/Nonpublic Schools are indicated by bold italics.]

(For LEA 24 /Nonpublic Schools, the STC will perform the LAC duties listed below and work with the Principal/Education Director and with MSDE's LEA 24 Accountability Coordinator, Lavinia Ringgold)

The LAC in each school system has the following responsibilities:

Date	Task
June, 2005	• participate in ALT-MSA training conducted by MSDE and the test contractor.
June – September, 2005	• provide ALT-MSA training for STCs and information to principals about ALT-MSA requirements, including his or her role and responsibilities. • ensure that STCs train TETs and TEs appropriately for the ALT-MSA administration. • ensure that STCs, principals, and TEs have access to the appropriate and necessary materials to complete the assessment (e.g., ALT-MSA Handbook, portfolio supplies, etc.).
October, 2005	• monitor submission of Mastery Objectives for review. • ensure that the appropriate quantity of ALT-MSA materials are ordered.
November, 2005	• submit pretest file. • monitor schools receipt of Mastery Objective feedback and integration of feedback into revised Mastery Objectives.
September, 2005 – March, 2006	• provide ongoing training about ALT-MSA to TEs. • answer questions from schools and TEs regarding the ALT-MSA. • forward unresolved assessment issues to MSDE. • ensure that the testing is administered appropriately and within the state-specified timeframe.
March 15, 2006	• ensure that all materials are returned for scoring as specified in the ALT-MSA Handbook.
April, 2006	• submit posttest files.

STAFF ROLES AND RESPONSIBILITIES IN ALT-MSA TESTING: PRINCIPAL

(For LEA 24/Nonpublic schools: Principal or Education Director)

The principal in each school is responsible for the tasks listed below. The principal may assign a designee, other than an ALT-MSA TE, to perform these tasks. However, the principal in each school has the following responsibilities for ensuring the completion of each task.

Date	Task
June 7, 2005 – September 30, 2005	• assure that Test Examiners participate in training • become familiar with ALT-MSA procedures and requirements. • establish the TET for each student and sign Test Examiner forms. • meet with TETs to identify roles and responsibilities (see detailed agenda in Part 2).
September 2005 – October 15, 2005	• review Test Documents containing the Mastery Objectives • monitor the submission of Mastery Objectives to the test contractor for review.
November, 2005	• monitor receipt of Mastery Objective feedback and integration of feedback into revised Mastery Objectives.
October, 2005 – March 15, 2006	• monitor the portfolio development process and the TET. • identify incoming students who must participate in ALT-MSA. • facilitate opportunities for TETs to meet and plan ALT-MSA implementation. • ensure compliance with test procedures by the TET. • secure resources needed for ALT-MSA by the TET.

STAFF ROLES AND RESPONSIBILITIES IN ALT-MSA TESTING: SCHOOL TEST COORDINATOR (STC)

The STC in each school has the following responsibilities:

Date	Task
June – September, 2005	• participate in ALT-MSA training conducted by the LAC and AMF or other local school system representative and sign Certification of Training Form. • provide ALT-MSA training for TETs and all TEs and provide **every** TE their own copy of the ALT-MSA Handbook. • meet with Principal and TETs to establish roles and responsibilities • read appropriate sections of the ALT-MSA Handbook. • Order and provide access to necessary assessment materials and arrange for additional materials to be supplied if needed by coordinating with the LAC. • ensure that TETs have the student Test Documents from the previous testing year to inform the selection of Mastery Objectives for the current assessment year.
September, 2005 – October 15, 2005	• monitor the construction of student Mastery Objectives by the TETs and ensure they are submitted on a timely basis in the proper format for review and sign-off by the principal. • ensure that completed, approved objectives are submitted to the test contractor by October 15, 2005.
November, 2005	• ensure that TETs receive and integrate feedback from the test contractor into revised Mastery Objectives.
October, 2005 – March 15, 2006	• answer questions from TETs, and TEs, and forward to the LAC questions/issues which the STC does not know the proper response. • identify incoming students who must participate in ALT-MSA. • monitor portfolio construction during the testing period and ensure that portfolios are being constructed appropriately throughout the testing period. • facilitate creation by TETs of videotape artifacts for at least one reading and one mathematics Mastery Objective for each student portfolio. • order or print additional student barcode identification for students not on the original pretest file as needed.
March15, 2006	• collect completed portfolios from all TEs at the end of testing and apply preprinted student barcode labels to all ALT-MSA student materials. • pack scorable portfolio materials and unused portfolio materials for shipping in accordance with the timing and instructions provided in the *ALT-MSA 2006 Handbook*.

STAFF ROLES AND RESPONSIBILITIES IN ALT-MSA TESTING: TEST EXAMINER TEAM (TET)

The TET in each school has the following responsibilities:

Date	Task
June – September, 2005	• participate in ALT-MSA training as conducted by the LAC and AMF, STC, principal or other local school system representative and sign Certification of Training Form. • read the ALT-MSA Handbook. • meet with principal and TET to establish roles and responsibilities; plan and identify individual TE's responsibilities for the ALT-MSA Portfolios and record on Test Documents.
September, 2005 – October 15, 2005	• construct appropriate Mastery Objectives for each student considering the student's performance on the previous year's ALT-MSA Mastery Objectives (or the pre-assessment results) and the current IEP. • complete Mastery Objectives according to the timeline as presented in the ALT-MSA Handbook and submit the objectives for review. • assure that Test Documents are sent to Parents/Guardians.
November, 2005	• receive feedback provided by the Test Contractor on Mastery Objectives and integrate that feedback, as appropriate, into revisions of the Mastery Objectives for each student.
October, 2005 – March 2006	• provide guidance and support to TEs in construction of the student ALT-MSA Portfolio. • coordinate and conduct videotaping of one reading and one mathematics Mastery Objective artifact for each student. • identify incoming students who must participate in ALT-MSA. • monitor construction of the ALT-MSA portfolio to ensure that it is being completed on a timely and appropriate basis by each Test Examiner member of the team.
February – March 15, 2006	• invite parent/guardian to review the ALT-MSA Portfolio.
March 15, 2006	• submit portfolios to STC for packing.

STAFF ROLES AND RESPONSIBILITIES IN ALT-MSA TESTING: TEST EXAMINER (TE)

Each TE has the following responsibilities:

Date	Task
June − September, 2005	• participate in ALT-MSA training as conducted by the LAC and AMF, STC, or other local school system representative, and signs Certification of Training Form. • read the ALT-MSA Handbook. • participate as a member of the TET in constructing, revising, and monitoring ALT-MSA Mastery Objectives and collecting artifacts and assembling the ALT-MSA Portfolio for each student. (special education teachers, general education teachers, related service providers, e.g., slp, ot, pt; teachers of students who are visually/hearing impaired, instructional assistants).
September − October 15, 2005	• construct appropriate Mastery Objectives for each student considering the student's performance on the previous year's ALT-MSA Mastery Objectives (or the pre-assessment results) and the current IEP. • complete Mastery Objectives according to the timeline as presented in the ALT-MSA Handbook and submit the objectives for review. • assure that Test Documents are sent to Parents/Guardians.
November, 2005	• receive feedback provided by the Test Contractor on Mastery Objectives and integrate that feedback, as appropriate, into revisions of the Mastery Objectives for each student.
September, 2005 − March15, 2006	• instruct student in reading and mathematics content standards. • collect and assemble student artifacts which demonstrate student's mastery of the selected reading and mathematics objectives. • conduct videotaping of one reading and one mathematics Mastery Objective artifact. • identify incoming students who must participate in ALT-MSA. • involve student in the development of his or her portfolio. • complete assembly of student ALT-MSA portfolio by close of testing window.
February − March 15, 2006	• invite and facilitate active parent/guardian participation to review the portfolio.
March 15, 2006	• submit ALT-MSA portfolio to STC for his or her application of pre-printed barcode labels, packing and shipment to Test Contractor for scoring.

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STAFF ROLES AND RESPONSIBILITIES IN ALT-MSA TESTING:

INSTRUCTIONAL ASSISTANTS

Under the supervision of the TEs, instructional assistants participate as members of the TET as follows:

Date	Task
June – September, 2005	• attend training provided by STC and sign Certification of Training Form. • read the ALT-MSA Handbook.
September – October, 2005	• photocopy documents to be included in portfolios.
September, 2005 – March, 2006	• videotape and audiotape student demonstration of Mastery Objectives. • observe and record data on data collection forms of student demonstration of Mastery Objectives. • provide appropriate instruction and instructional support to student during instruction and assessment.
February – March 15, 2006	• organize materials, documents, and artifacts for Sections 1−4 and place items in the portfolio, paginate portfolio, and develop Table of Contents. • send forms to parent/guardian and document contact with parent/guardian.

STAFF ROLES AND RESPONSIBILITIES IN ALT-MSA TESTING:
ALT-MSA FACILITATOR (AMF)

The AMF in each school system has the following responsibilities:

Date	Task
June, 2005	• participate in ALT-MSA training conducted by MSDE and the test contractor and sign Certification of Training Form.
June – September, 2005	• collaborate with the LAC to plan and implement in-depth training for STCs and TEs and provide information to principals. Multiple training sessions may need to be provided.
September, 2005 – June, 2006	• attend AMF meetings scheduled by MSDE. • contact appropriate MSDE staff for answers to questions. • provide professional development relating to ALT-MSA in local school system.

ALT-MSA 2006 HANDBOOK PART 2:
PLANNING THE DEVELOPMENT OF THE ALT-MSA 2006 PORTFOLIO

Part 2 of the *ALT-MSA 2006 Handbook* describes the procedures for planning the development of the ALT-MSA portfolio, as summarized in Step 1 (Figure 2-1, below):

Figure 2-1

Step 1 September 2005	
Activities	**Handbook References**
• **Principal meets with TETs to plan administration of ALT-MSA.** • **TET meets to analyze results from 2005 or plan pre-assessment, plan Mastery Objective development, instruction, and portfolio development** • **STC orders portfolio materials**	**Parts 1, 2, and 4** **Parts 1, 2, 4, and 5** **Part 3**

PRINCIPAL OR DESIGNEE MEETS WITH THE STC AND TET (SEPTEMBER)

The principal or designee will meet with the STC, teachers, related service providers, and instructional assistants to establish the TET for each student participating in the ALT-MSA. Specific roles and responsibilities of the TET and individual TEs are described in detail in Part 1 of this Handbook.

- It is important to include each student's teachers, related service providers, and instructional assistants in the TET.
- The purpose of the TET ***is not*** to "help" the student's primary classroom teacher construct the ALT-MSA portfolio, but is, rather, to be fully involved in the ALT-MSA assessment process.
- Students have more opportunities to learn and generalize their learning when reading and mathematics skills are taught by all the students' teachers and service providers in various settings throughout the instructional day.
- The decisions made by the TET will determine the components of students' reading and mathematics instructional programs and the content of students' ALT-MSA Portfolios.
- When TETs establish a reading and mathematics program that is then taught by each member of the TET, students' opportunities to increase their reading and mathematics skills are fostered.
- Additionally, the TETs benefit from the professional discussions that result from sharing the responsibilities of reading and mathematics instruction and assessment.

During this meeting, the decisions listed below must be made. This list may be used as an agenda and checklist.

PRINCIPAL/DESIGNEE TEST EXAMINER TEAM MEETING AGENDA

_____ Identify the students who will participate in ALT-MSA.

_____ Identify the Test Examiner Team for each student and complete the TET form on page 4–5 in the ALT-MSA Handbook. This form must be placed in each student's portfolio.

_____ Establish subsequent meeting times for TETs, including the STC, to complete the tasks listed in the TET Meeting Agenda below.

_____ Review the timelines and guidelines for Mastery Objective reviews in Part 5 of this Handbook.

_____ Identify professional development that will support the TET in instruction and administration of ALT-MSA.

TET Meeting Agenda

_____ Review the test results for each student, or plan a pre-assessment to determine objectives for reading and mathematics instruction and assessment.

_____ Review IEP to identify reading and mathematics objectives that align with ALT-MSA criteria.

_____ Identify test examiners who will write specific Mastery Objectives to align with the ALT-MSA criteria and how these will be electronically entered for review by October 15, 2005.

_____ Identify test examiners who will submit artifacts that demonstrate attainment of the Mastery Objectives and who will identify types of artifacts and document this on the Test Documents.

_____ Establish responsibilities of instructional assistants.

_____ Establish location of the portfolios so that each TET member has access to submit their assigned artifacts.

_____ Establish timelines for each task and identify how timeline will be monitored.

The Figure 2-2 on the next page may be used as an organizer for these processes.

Figure 2-2

TET PLANS MASTERY OBJECTIVE DEVELOPMENT, INSTRUCTION, AND ASSESSMENT FOR ALT-MSA

Use the chart below to guide TET planning for assigning responsibilities to team members to meet the required components of instruction and ALT-MSA. This will ensure that students receive the necessary instruction to achieve the ALT-MSA Mastery Objectives.

TET	September 2005 (1) Meet with Principal and TET (2) Plan/Write Mastery Objectives (3) Organize and Compile Portfolio Components	October 2005 (1) Write Mastery Objectives and submit (2) Teach and Assess 2 reading and 2 math objectives, videotape (3) Send Mastery Objectives to parents/guardians	November 2005 (1) Teach and Assess 2 reading and 2 math objectives, videotape (2) Revise Mastery Objectives	December 2005 (1) Teach and Assess 2 reading and 2 math objectives, videotape	January 2006 (1) Teach and Assess 2 reading and 2 math objectives, videotape	February 2006 (1) Teach and Assess 2 reading and 2 math objectives, videotape (2) Compile Artifacts into Portfolio (3) Parent Reviews Portfolio	March 2006 (1) Parent Reviews Portfolio (2) Collect, Label, and Pack Portfolios on March 15, 2006
Principal							
STC							
Special Education Teachers							
General Education Teachers							
Related Service Providers (SLP, OT, PT, Vision, D/HOH, Service Providers, and home-hospital teachers)							
Instructional Assistants							

TET REVIEWS 2005 RESULTS
<OR>
CONDUCTS PRE-ASSESSMENT (SEPTEMBER)

To guide the development of the student's reading and mathematics instructional program and writing of Mastery Objectives for ALT-MSA 2006, the TET must first review the results from the previous year's assessment or conduct a pre-assessment if the student did not participate in ALT-MSA the previous year, i.e., was in a non-tested grade or is new to Maryland.

The TET will either:

(a)   analyze student's performance on ALT-MSA 2005 results that were returned to the principal, or

(b)   plan and conduct a pre-assessment to select objectives for ALT-MSA 2006.

If the student participated in ALT-MSA 2005, the TET should follow the detailed procedures for analyzing results on page 2–5 through 2–7.

If the student does not have results for ALT-MSA 2005, the TET should follow the instructions for conducting pre-assessments on page 2–8 and 2–9.

PROTOCOL FOR REVIEWING 2005 ALT-MSA RESULTS

The TET will review results of each student who participated in ALT-MSA 2005.

- For Mastery Objectives that were mastered, the team will identify different objectives to assess for ALT-MSA 2006.

- For Mastery Objectives not mastered <u>due to lack of student demonstration of skill</u>, the team will consider:
   1. whether the student should be taught and assessed on objectives similar to the previous year's, but using different prompts and conditions, or
   2. whether it is more appropriate to select objectives for instruction and assessment which differ in 2006 from those which were assessed in the prior year.

- Objectives selected should be both challenging and achievable during the test window.

Use the student level results from the individual student reports sent to the principal to discuss and plan instructional interventions with your staff.

- Although the students' reported ALT-MSA proficiency levels reflect achievement in Maryland's reading and mathematics Content Standards, this data should be used in conjunction with other measures of student performance such as IEP progress report data, teacher observations, and other formal and informal assessments, in making instructional decisions.

- Refer to the state's website http://mdk12.org for further guidance in understanding standards, assessments, and AYP, leading the school improvement process, analyzing and using data, and teaching and assessing the Content Standards.

- Use the "Steps to Analyze Student ALT-MSA Results" in Figure 2-3 on page 2–6 to plan for instruction and assessment on ALT-MSA 2006.

- TETs which are conducting a pre assessment should continue on page 2–7.

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Figure 2-3

Steps to Analyze Student ALT-MSA Results

Examine ALT-MSA Student and School Data

- Identify areas of strength, i.e., the Content Standard objectives that have been mastered in reading and mathematics.
- Identify areas of improvement, i.e., the Content Standard objectives that have not been mastered in reading and mathematics.
- Identify issues related to artifacts that were non-scorable and therefore reported as not mastered.

Use ALT-MSA Student and School Data to Examine and Plan Instruction for Students

Plan the selection of reading and mathematics objectives for future instruction and assessment based on ALT-MSA 2005 results.

- If an objective was not mastered, identify potential reasons, e.g., was instruction provided throughout the test window? Did student need assistive technologies?
- If an objective was mastered, what is the next reading or mathematics skill that builds on this success? If the objective is typical in each grade, identify the current grade level content to be taught and the grade- and age-appropriate materials to be used during instruction.
- Examine current instructional practice for alignment with reading and mathematics objectives. How can instruction in literacy and mathematics be connected with other areas of instruction, such as science, social studies, art, music, physical education, therapies, and community settings, both in-school and outside-school communities? Making these connections fosters authentic, real-life applications in reading and mathematics instruction.
- Identify the supports and assistive technologies provided to students and consider adjustments that may foster student learning.
- Examine whether students' current IEP goals and objectives support access to the grade-level Maryland Content Standards.
- Record current levels of ALT-MSA performance on the next developed IEP to guide the selection of IEP goals and objectives that support access to grade level Content Standards.
- Identify practices to link daily instruction with assessment in reading and mathematics.
- Identify the Content Standards that need focused instruction.

Evaluate School-based Implementation of ALT-MSA

- Did a TET develop the portfolios or did only the classroom teacher develop the portfolios?
- Did the STC perform their assigned roles and responsibilities?
- Did staff request and receive technical support when needed?

Use ALT-MSA Student and School Data to Identify Resources Needed to Support Instruction

- Identify instructional resources that will support instruction in reading and mathematics Content Standards, e.g., books, print materials, non-print materials, math manipulatives, and assistive technologies.
- Identify strategies to structure time for TET collaboration.

Use ALT-MSA Student and School Data to Identify Topics for Professional Development of Staff

Potential areas for staff development include the following:

- Teaching literacy and mathematics to students with significant cognitive disabilities.
- Increasing knowledge and understanding of Maryland reading and mathematics Content Standards.
- Collecting data for making instructional decisions.
- Developing the ALT-MSA Portfolio: rationale, practices to organize the development of the portfolio, strategies to engage the student in the portfolio development process.
- Writing Mastery Objectives related to grade-level Content Standards.
- Collaborating within test examiner and instructional teams; involving all instructional staff in TETs.
- Aligning instruction with general education curriculum.
- Connecting reading and mathematics instruction to other critical areas of instruction including science, social studies, art, music, physical education, career/vocational, community, personal management, and recreation/leisure.

<OR>

PROTOCOL FOR CONDUCTING A PRE-ASSESSMENT FOR STUDENTS WHO DID NOT PARTICIPATE IN ALT-MSA 2005

If a student did not participate in ALT-MSA 2005 (i.e., students in a non-assessed grade or who are new to Maryland schools in the 2005–2006 school year), the TET will plan and conduct a pre-assessment to determine the objectives within specified reading and mathematics Content Standards and Indicators that the student has already mastered.

Objectives that have not been previously mastered may be selected for assessment for ALT-MSA 2006. Figure 2-4 below illustrates the process for planning and conducting the pre-assessment. Figure 2-5 on the following page describes the steps in greater detail.

Figure 2-4
Steps for Planning and Conducting the Pre-assessment and Selecting Objectives

Planning and conducting the pre – assessment.

Step 1:
Review Reading and Mathematics grade–level Content Standard Objectives.

Step 2:
Record current formal and informal test results for Reading and Mathematics on Content Standards documents.

Step 3:
Probe Reading and Mathematics Objectives on the student's instructional level.

Step 4:
Based on pre-assessment results, select instructional level Reading and Mathematics Objectives to align with grade level content.

Figure 2-5

| **Plan and Conduct the Pre-Assessment** |
|---|
| **Step 1: Review Reading and Mathematics grade–level Content Standard Objectives.** |
| To formulate the content of the pre-assessment, the TET first reviews the Maryland reading and mathematics Content Standards and objectives at the student's grade level. The TET then identifies the student's potential instructional level by reviewing previous grades' objectives on the Content Standards documents. The Content Standards are available at

http://mdk12.org/instruction/curriculum/reading/index.html
and
http://mdk12.org/instruction/curriculum/mathematics/index.html. |
| **Step 2: Record current formal and informal test results for Reading and Mathematics on Content Standards documents.** |
| The TET reviews current formal and informal test results for reading and mathematics and indicates these results next to the Content Standards and objectives selected above.

• Record "M" next to mastered objectives.

• Record "IP" (in progress) next to objectives that are current targets of instruction. These may include IEP objectives. |
| **Step 3: Probe Reading and Mathematics Objectives on the student's instructional level.** |
| Next, the TEs conduct the pre-assessment by informally probing appropriate objectives at the selected instructional grade level to determine if additional objectives in reading and mathematics have been attained.

• Record "M" next to objectives the student has mastered.

• Record "IP" (in progress) if student demonstrates less than 60% of the skill.

• Record "NR" (no response) if the student does not respond to the probe. |
| **Step 4: Based on pre-assessment results, select instructional level Reading and Mathematics Objectives to align with grade level** |
| Objectives marked "NR" and "IP" may be considered for selection for ALT-MSA objectives and for ongoing instruction.

The instructional grade-level objective lists for reading and mathematics should be kept current so they can guide IEP team decisions and teacher and related service provider plans for daily instruction.

The information gleaned from the pre-assessment will guide the selection of indicators and objectives for instruction and the ALT-MSA. |

DEVELOP AN APPROACH FOR COLLECTION AND ORGANIZATION OF ARTIFACTS

The TET should develop an approach for collecting and organizing each student's artifacts that is accessible and usable by all team members.

- This organization system may include a binder with tabs for each Mastery Objective, or a system of folders.

- As the student reaches the 80% criterion on a data sheet or a work sample, the artifact can be filed in the appropriate file or binder tab.

Figure 2-6 below illustrates this process:

Figure 2-6
ALT-MSA Portfolio
Organization System
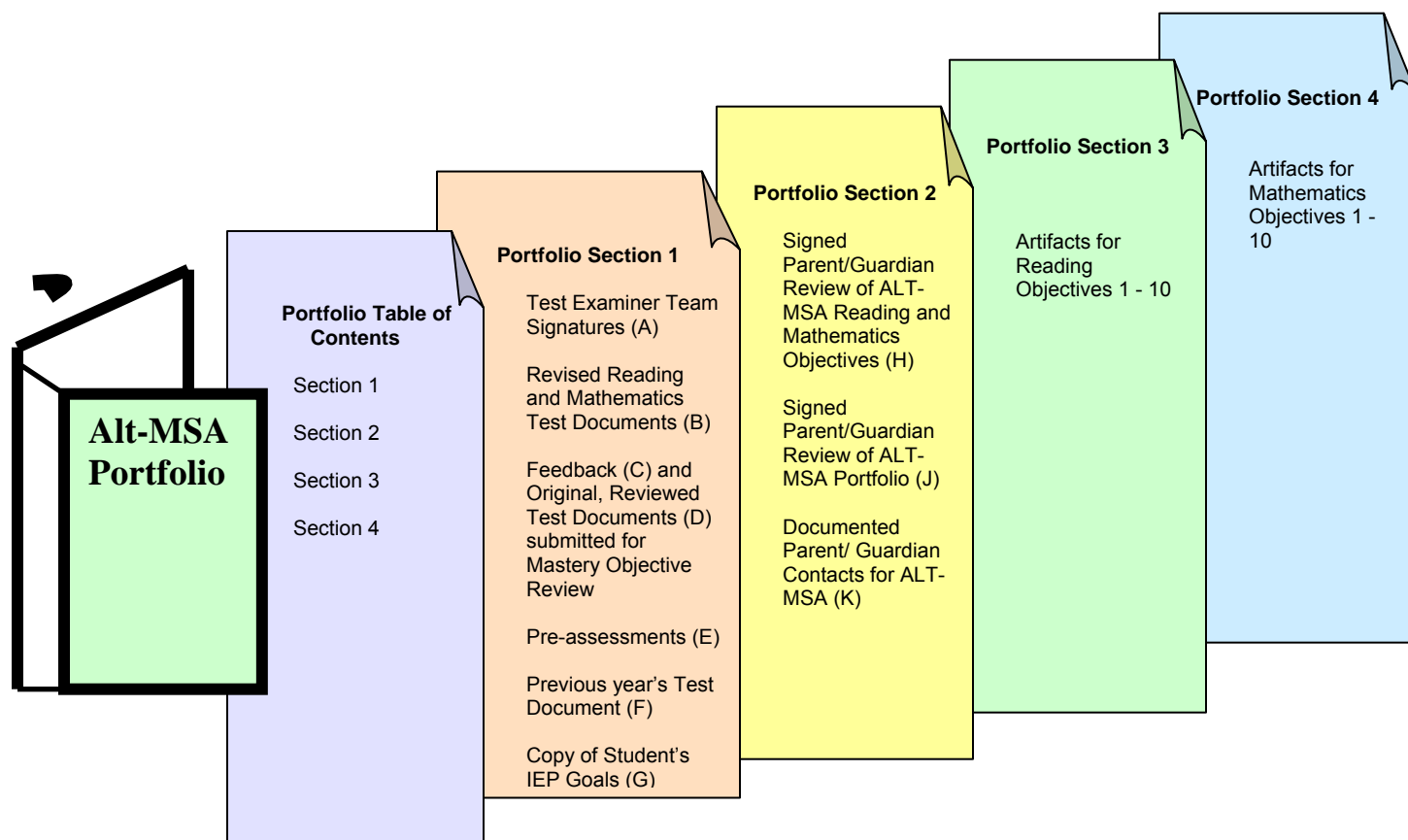
STUDENT INVOLVEMENT IN PORTFOLIO DEVELOPMENT

Students should be involved as much as possible in the development of their portfolio. It is their assessment of mastery of reading and mathematics skills. Self-advocacy skills are critical for the students who participate in the ALT-MSA.

Facilitating Active Student Involvement in the ALT-MSA Portfolio

September/October
- Discuss and explain the ALT-MSA process with the student.
- Review the Mastery Objectives. Seek input and provide an opportunity for the student to make choices and communicate preferences regarding the Mastery Objectives.

October/November/December/January
- Seek student input in the decision-making processes when preparing the instructional and assessment activities.
- Provide an opportunity for the student to review his/her work samples, data collection, and video or audio tapes on a regular basis.
- Demonstrate the review process that is used to select artifacts and show the student what makes a quality work sample or serves as a good demonstration of a target response.
- Provide the student with the opportunity to select artifacts for the ALT-MSA portfolio.
- Meet with the student to review the portfolio contents regularly.

February
- Review the completed portfolio with the student before it is submitted for scoring.
- Encourage the student to provide comments for the test examiners related to the assessment process.

PARENT/GUARDIAN INVOLVEMENT IN PORTFOLIO DEVELOPMENT

The relationship between parent involvement and the quality of student programs has been long recognized.

- Parents/guardians want the best for their children and can provide excellent support for the academic program.
- The parent/guardian may provide insight into the success of goals evaluated in the past.
- Including the parent in the ALT-MSA process may facilitate the student's ability to generalize the use of the selected objectives in the student's natural environment.

Section 2 of the portfolio requires that:

- A test examiner will send a copy of the ALT-MSA Test Documents for Reading and Mathematics with the cover form and the ALT-MSA brochure to the parents/guardians. Parents/guardians are invited to review, provide suggestions, and consider how they could reinforce these skills at home and in the community. They are requested to sign the cover form and return it to school and keep the copy of the reading and mathematics Mastery Objectives for their use at home.
- Parents/guardians are invited to review the portfolio before it is submitted for scoring. A test examiner will document that the portfolio has been reviewed by the parent/guardian.

Facilitating Active Parent/Guardian Involvement in the ALT-MSA Portfolio

September/October

- Give the parents/guardians the Content Standards or give them the link and directions for accessing the standards.
- Describe the way that the TET uses the Maryland Content Standards with their child.
- Discuss the parents'/guardians' role in the ALT-MSA which includes a review of the Mastery Objectives and a review of the portfolio.
- Send a copy of the ALT-MSA Test Documents for Reading and Mathematics with the cover form to the parents/guardians. Parents/guardians are invited to review, provide suggestions, and consider how they could reinforce these skills at home and in the community.
- Actively seek feedback and the parents/guardians signature affirming they have reviewed the Mastery Objectives. If unsuccessful, document the attempts made in the portfolio.

November/December/January

- Keep parents/guardians informed on their child's progress with the selected reading and math objectives. Quarterly reports and report cards are established requirements and will facilitate communication about progress toward reading and mathematics objective attainment.
- Suggest ways the selected reading and math objectives can be reinforced at home

February

- Invite the parents/guardians to review the portfolio, including the videotape, before submitting it for scoring. The ALT-MSA Portfolio may not be sent home for review.
- After the review of the portfolio, have the parents/guardians sign the portfolio review form indicating that they have reviewed their child's portfolio.
- Encourage parents/guardians to provide comments for their child and the teachers on the portfolio review form.

OVERVIEW OF ALT-MSA PORTFOLIO SCORING

Prior to writing Mastery Objectives for students, instructing them, and constructing a student portfolio, it may be helpful for school staff and the TET to obtain a general understanding of how the ALT-MSA portfolios will be scored. Understanding the scoring process can help TET members to avoid mistakes in constructing the portfolios that would render them non-scorable.

The portfolios are scored by professional scoring staff hired and trained according to MSDE's specifications by the ALT-MSA test contractor.

- MSDE staff and Maryland teachers are actively involved in the development of anchor sets, training materials, qualifying sets, and calibration sets through the rangefinding process to ensure quality, consistency, and integrity throughout all aspects of the scoring project.
- MSDE technical staff is present at all times during the scoring project and is the final authority when scoring questions arise.
- The role of the scorers is to ascertain whether the evidence submitted (an artifact) demonstrates that the student has attained the Mastery Objective by meeting all the conditions. The criterion for a judgment of mastery is 80%–100% and as is stated in the Mastery Objective.

Artifacts are scored "Mastered" when **each** of these requirements is met:

- an acceptable artifact is submitted: student work, data chart, videotape, audiotape.
- the Mastery Objective is aligned with Content Standard Indicator and Objective to be assessed.
- the artifact aligns with Mastery Objective.
- all components of the Mastery Objective are evident in the artifact. If all components of the Mastery Objective are evident, and the artifacts meet all requirements, the objective will be judged as "mastered." If any component of the Mastery Objective is not evident, the objective will be judged as "not mastered." The observable, measurable student response must be evident in all artifacts, including data charts. The scorers **do not** attempt to "grade" an artifact to determine if the objective has been mastered.
- On a data chart there are multiple evidences of instruction prior to attainment of criterion stated in the Mastery Objective.
- 80% or greater is attained and prompt level does not exceed prompt level indicated in Mastery Objective. [Note: If "full physical" prompt level was provided to the student the artifact will not be scored "Mastered" **unless** documentation is included with the artifact that clearly demonstrates that consistent instruction to reduce the need for full physical prompts, including assistive technologies, have been fully explored and implemented consistently during the test window.]
- student's (1) name, (2) date including month, day, and year, (3) date instruction started on the Mastery Objective, (4) Mastery Objective being assessed, (5) accuracy score, (6) prompt level, (7) key to interpret TE notations, (8) page number that corresponds to the Table of Contents in the Portfolio and (9) grade-level alignment and connection to curriculum and age-appropriate materials must be evident on artifact,.
- the reported accuracy score is verified.

Artifacts are scored "Not Mastered" when any of the above items are missing, incomplete, or inaccurate.

After each artifact has been scored, the percentage of artifacts mastered for each content area is determined.

- Based on these overall mastery percentages, students are assigned a proficiency level of "Basic," "Proficient," or "Advanced."
- For reading and mathematics, students will be assigned "Basic" if fewer than 60% of Mastery Objectives are achieved, "Proficient" if at least 60% but less than 90% of Mastery Objectives achieved, and advanced if 90% or greater of Mastery Objectives are achieved. The proficiency levels of ALT-MSA contribute to Adequate Yearly Progress (AYP).

ALT-MSA 2006 HANDBOOK PART 3:
ORDERING ALT-MSA 2006 PORTFOLIO MATERIALS

PORTFOLIO MATERIALS ORDERING

Materials will be ordered by the STC or LAC online (see SchoolHouse User's Guide on following pages) and sent directly to School Test Coordinators by the Test Contractor. **STCs should check with their LAC to determine if they or the central office staff will be responsible for online materials ordering.** If for some reason the materials cannot be ordered online, the form provided on page 3-2 may be completed and faxed to Pearson Educational Measurement at **(319) 339-6477.** The STC will distribute the appropriate quantity of materials to the test examiners. The materials include:

- **Green** ALT-MSA 2006 Portfolio binders
- Dividers
- Containers for videotapes
- Pre-Identification Labels (to be received in separate shipments beginning 2/17/06)
- Clear Zipper Pouches
- VHS Videotape, DVD-R, CD-R, VHS-C tape, 8mm tape, Hi-8 tape, Digital-8 tape, or MiniDV tape, as appropriate
- ALT-MSA Brochures for Parents/Guardians (quantity of 2 automatically shipped with every student portfolio).

Although a wide variety of forms of video media are acceptable, it is the STCs responsibility to order the appropriate media for the recording equipment that is available in the school.

The portfolio binder and all media types must be identified with pre-printed barcode labels provided by the Test Contractor. (See Part 9 of this Handbook for detailed instructions). The pre-printed labels include the student's name, grade, school, county, and test year as well as a machine-readable barcode which will be used to track and identify the portfolios during the scoring process.

After your initial supply of ALT-MSA 2006 Handbooks is received from your LAC, you may order additional copies of the handbook on-line through the SchoolHouse web site (see SchoolHouse User's Guide on following pages) or by phone or fax, as indicated on page 3-2.

ALT-MSA 2006 HANDBOOK PART 3:
ORDERING ALT-MSA 2006 PORTFOLIO MATERIALS

STCs or LACs will order materials via the SchoolHouse Website at ncsschoolhouse.com. Schools unable to use the site for ordering may use this form to order via fax, email, or regular mail. All materials for ALT-MSA 2006 must be ordered via the web or using the form below.

Once you have received your materials you may also use this form to request additional materials. Indicate in the appropriate column if the order being placed is an additional order. Retain a copy of the order for your records. If you are ordering materials for a student that has recently enrolled in your school you must also request pre-identification labels for the student. Details for ordering pre-identification labels can be found in Part 9 of the *ALT-MSA 2006 Handbook*.

Fax, email, or mail your order to Pearson Educational Measurement
Pearson Educational Measurement
2510 North Dodge Street
Iowa City, IA 52245
Attn: Margaret Meeker
Fax Number: (319)339-6477 Attn: Margaret Meeker
Email: Maryland@pearson.com

Material	Quantity	Additional order (Y or N)	Material	Quantity	Additional order (Y or N)
2 inch binder (per student portfolio)			CDR		
VHS Video Cassette			DVD-R		
VHS- C Video Cassette			Micro Audio Cassette		
Audio Cassette			Tabbed Dividers		
8mm HG (Digital Hi8)			Clear Zipper Pouch		
8mm (Standard)			ALT-MSA Handbook		
Mine DV			Informational Brochure*		

*Automatically included with initial order at the rate of 2 brochures per student

Informational Video Ordering: Schools must check with their LAC before ordering copies of the Informational Video (IV), as there is an associated cost. All LACs will receive one copy of the IV in VHS, DVD, and CD-ROM format for local duplication, and the IV is also available for download at no charge on the MSDE web site at http://www.marylandpublicschools.org/MSDE/newsroom/videos/.   If additional IVs are required please complete the fields below, and you will be invoiced. Be sure to complete ALL fields listed below to ensure accurate delivery.

Material	Cost per video	Quantity	Total	Purchase Order number
Informational Video- (VHS)	$17.00			
Informational Video- (VCD)	$18.00			
Informational Video- (CD ROM)	$18.00			

School Name: _____**4-digit School number:** _____**2-digit LEA number____**

School Test Coordinator: _____

School Address: _____

School Phone: _____ **School FAX:** _____

School Email Address: _____

All material orders MUST be submitted by September 30, 2005, in order to meet initial material distribution deadlines. Material requests not submitted on time will be distributed after October 21, 2005. All initial material orders will include two informational brochures per student assessed.

NCS SchoolHouse™

School Test Coordinator's Guide to SchoolHouse

Using Your SchoolHouse Web Site

Provided by:

PEARSON
Educational Measurement

Revised: 3/29/2005

NEED HELP?

If you have general questions about accessing online services or if you are experiencing technical problems, please call our technical support staff at **(800) 627-7990 X821** between 7 a.m. and 5:30 p.m. CT, Monday through Friday.

Table of Contents

INTRODUCTION

The Pearson Educational Measurement (PEM) SchoolHouse Web site for Maryland's Alternate Maryland School Assessment (Alt-MSA) allows School Test Coordinators (STCs) to provide school and student information necessary for the Alt-MSA test administration.

You can access your SchoolHouse Web site at ncsschoolhouse.com. Click one of the red **Login** links (see Figure 1.1) and enter the User ID and Password assigned to you by PEM.

IMPORTANT

- **The screens displayed in this user guide are *samples* and may not reflect exactly what you see on your screen.** *Always* follow the instructions on your computer screen. They will be accurate for Maryland's Alt-MSA administration.

- Do not use Internet Explorer® or Netscape Navigator® ***Back*** or ***Forward*** arrows. Because they are outside control of the SchoolHouse software program, results may be undesirable.

- Please note that SchoolHouse requires browser Microsoft® Internet Explorer 5.x or Netscape Navigator® 6.1 or higher.

You can use the SchoolHouse tabs in any order you want after you log in. The first time you use SchoolHouse; however, you may want to go through in this order:

Open the Profile Tab and follow steps (section 3.0).

Open the Enrollment Tab and follow steps (section 4.0).

Open the Additional Orders Tab and follow steps (section 5.0).
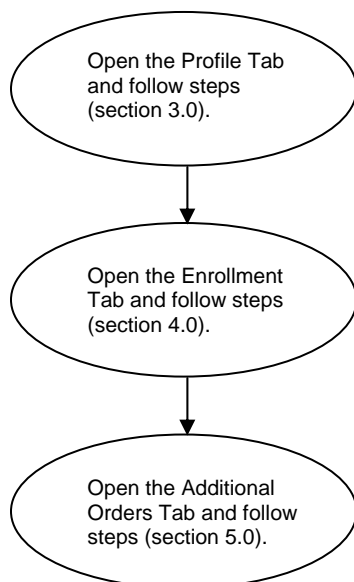
You can change your school's contact information at any time using the Profile function.

Enrollment takes you directly through entering enrollment counts, and changing the profile (contact information).

Additional Orders lets you easily order more materials that were left out for any reason.

1.0 LOGIN

At the top of the public **Home** page, you will find the **Login** links (see Figure 1.1). You must log in to gain access to any of your school data. After clicking on the **Login** link, you will be asked to enter the User ID and Password assigned to you by PEM (see Figure 1.2).

Login Links

User ID and Password

Remember my User ID

Login Button

Forget your Password? Link

Content-specific Help Link

Check the "**Remember my User ID**" box to have NCS SchoolHouse fill in your user ID whenever you log in.

If you have forgotten your password, click the (**Forgot your Password?**) link.

The first time you log in, a User Agreement will appear on your screen. Review the Terms and Conditions of Use for the Web site, then click the **I Agree to the Terms and Conditions of Use** button to go to the next screen.

Click here to advance to the next screen.   Click here to exit the system.

To activate your account, PEM needs to know the name and e-mail address of the representative using the account (typically an STC). You must fill out this information the first time you log in (see Figure 1.4). You can change the account name and e-mail address at any time by clicking on the **My Account** tab (see Figure 2.2).

Click here to advance to the next screen.

Logging Out – As an additional security precaution, we request you log out of SchoolHouse each time you have finished your tasks. To log out, click the **Logout** link (see Figure 2.2), then close the browser window.

<div style="sidebar">

Figure 1.3

Terms and Conditions of Use

Figure 1.4

Enter / Update Account Information Screen

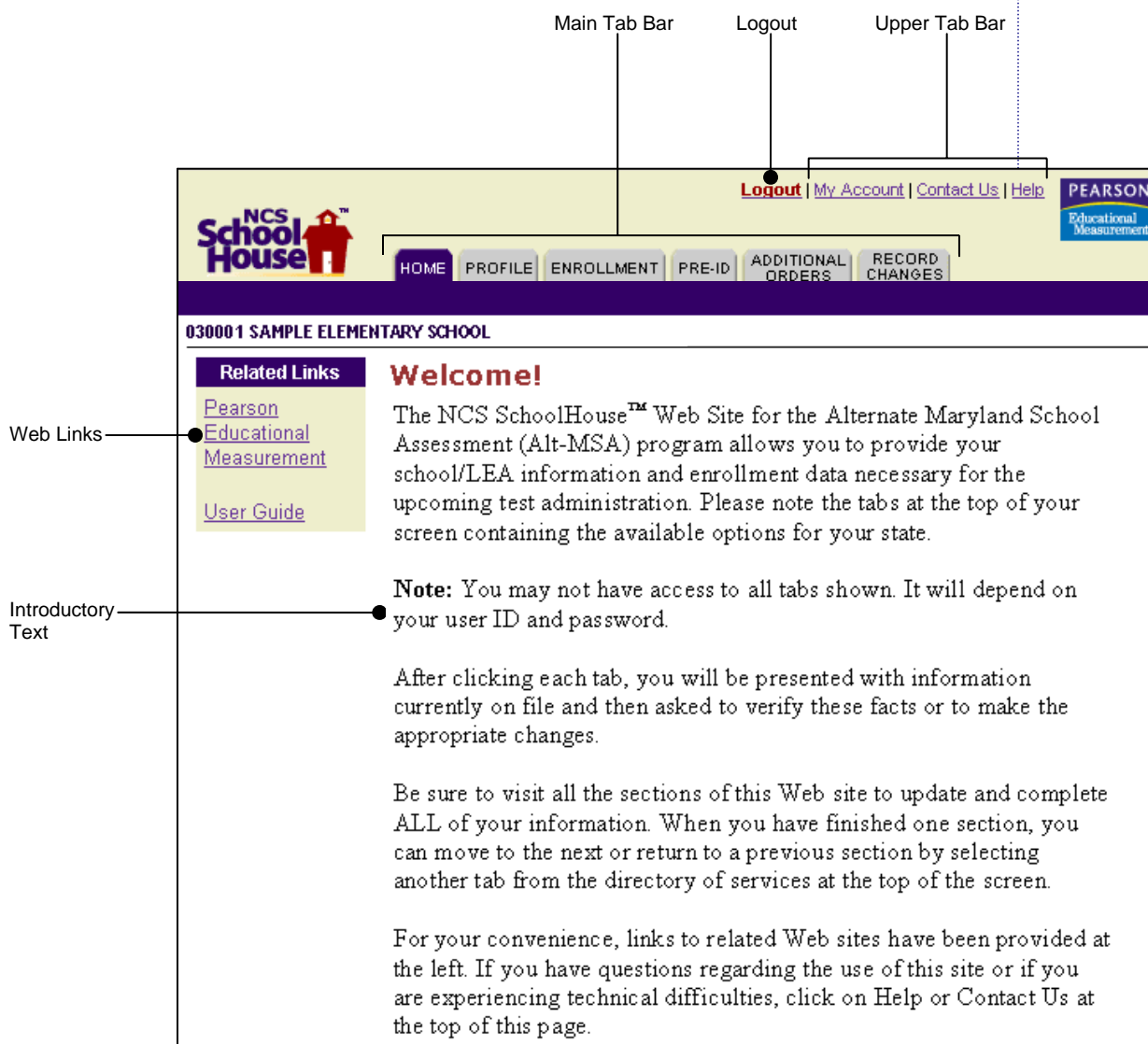Enter primary account user information.

NOTE:

All screens shown in this manual are samples and may not reflect exactly what you see on your screen.

</div>

2.0 HOME

The **Home** page provides important information for Maryland, including Web links and testing schedules. Introductory or instructional text may also be provided (see Figure 2.1).

Main Tab Bar   Logout   Upper Tab Bar

Web Links

Introductory Text

The screens displayed in this user guide are samples and may not reflect exactly what you see on your screen.
Always follow the instructions on your computer screen. They will be accurate for your school's test administrations.

The **upper tab bar** in the top right corner appears consistently on every page of the Web site (see Figure 2.2). Note that the tabs at the top of the **Home** page contain the available options for your state.

- Use the **My Account** tab to view your current account information. You can change your name, e-mail address, and password.

- Use the **Contact Us** tab to reach PEM technical support and the point of contact assigned to your state's assessment program.

- Use the **Help** tab to find general information and tips, including frequently asked questions about SchoolHouse. More content-specific help is available wherever you see a question mark icon: **?**.

- Always use the **Logout** link whenever you exit the system.

The **main tab bar** shows the available options for Maryland (see Figure 2.3). These functions are discussed in detail on the following pages. **Note:** As an STC, you will not have access to all functions–some functions are reserved for use by the LAC and the Maryland State Department of Education (MSDE).

HOME | REPORTS | PROFILE | ENROLLMENT | PRE-ID | ADDITIONAL ORDERS
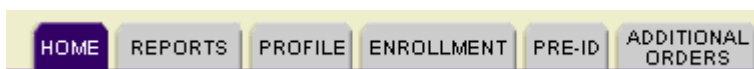
Figure 2.2

Upper Tab Bar

Figure 2.3

Main Tab Bar

NOTE:
As an STC, you may not have access to all of the SchoolHouse features described in this guide.
Your screens may look slightly different than those displayed in this manual.

3.0 PROFILE

Clicking on the main bar **Profile** tab will take you to a screen containing current information for your School Test Coordinator or Local Accountability Coordinator (see Figure 3.1). Fields marked with an asterisk are required.

To edit the profile, click on the **Change Profile** button beneath the contact information. Remember to click on the **Save Changes** button after making edits.

To send an e-mail message to the contacts, click on the checkbox next to their e-mail address. Then click on the **Send E-mail** button [function not available on all profile screens].

Profile Tab

Figure 3.1

Profile Screen

Change Profile Button

Save Changes Button

4.0 MATERIALS ORDERING

To order ALT-MSA materials for your school and students, click the **Enrollment** tab on the main tab bar. Before you are able to view specific enrollment information, you must select a test administration from the **Test Administration** drop-down list on the right side of the screen (if applicable).

Detailed Instructions

After you've selected a test administration, the **Detailed Instructions** screen will be provided for you. **<u>Read all of the instructions carefully before proceeding.</u>** You may want to print these instructions for future reference because you cannot return to this page during the enrollment process.

Next, click on the **Enrollment** sub-tab (see Figure 4.1).

Figure 4.1

Enrollment > Detailed Instructions Screen

Detailed Instructions Sub-tab   Enrollment Sub-tab   Enrollment Tab

Browse and Edit Enrollment

Using the **Browse Enrollment** screen (see Figure 4.2) you can enter enrollment counts.

Figure 4.2

Enrollment > Browse Enrollment Screen

1. Edit Enrollment Button
2. Complete Enrollment Button

1. To enter enrollment counts, click on the **Edit Enrollment** button. It will take you to the **Edit Enrollment** screen (see Figure 4.3).

2. To complete enrollment, click on the **Complete Enrollment** button. It will take you through the Complete Enrollment process.

The **Edit Enrollment** screen (see Figure 4.3) allows you to enter enrollment counts. During specific windows of time (start and end dates), you can change this enrollment data as often as necessary.

NOTE:

During the specific cutoff period, you can change this enrollment data as often as necessary.

Enrollment Sub-tab

Figure 4.3

Enrollment > Edit Enrollment Screen

Check Enrollment Quantities

Save & Complete Enrollment Button

1. Select the **Check Enrollment Quantities** percentage. It will check for differences in enrollment counts that are more or less than a set percentage difference. For example: When it is set at 50%, the system will display a warning if your newly added enrollment counts are 50% more or 50% less than the previous year's counts.

2. Make changes on the edit enrollment pages.

3. Click the **Save & Complete Enrollment** button.

4. The **Edit Supplemental Enrollment** screen come up. It is not functional for your school. Click on the **Next** button.

5. The **Complete Enrollment** screen displays your profile information. You can change it or click the **Next** button.

6. Confirm that your enrollment data is correct, then click the **Confirm Enrollment** button. The "Enrollment Order Confirmation Successful" message is displayed.

Enrollment Reports

The **Reports** screen (see Figure 4.4) provides a summary view of your enrollment count information. Click on the **Reports** sub-tab to access this feature.

Reports Sub-tab

Privacy Policy | Terms and Conditions of Use

Figure 4.4

Enrollment > Reports Screen

NOTE:

The Reports function helps you make sure you have entered enrollments for all your schools.

5.0 ADDITIONAL ORDERS

Additional orders can be submitted via the Schoolhouse Web site for immediate receipt by PEM. Items available for additional orders are listed online for easy selection. Orders are received, verified, assembled, and shipped.

Click on the **Additional Orders** tab on the main tab bar (see Figure 6.1), then select a test from the **test administration** drop-down list.

Detailed Instructions

The **Detailed Instructions** screen shows you how to use Additional Orders. **Read all the instructions carefully before proceeding.** You may wish to print these instructions for reference.
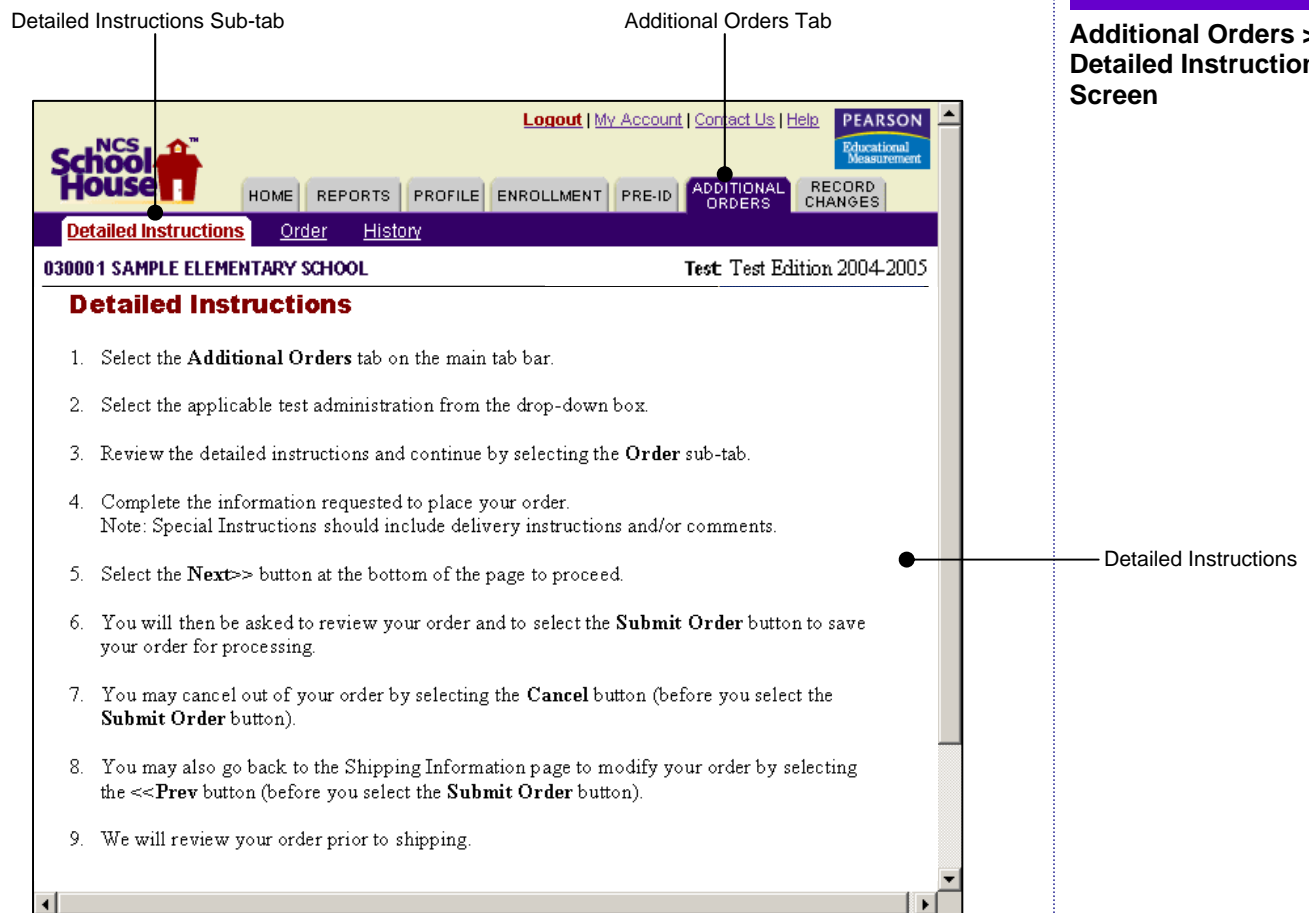
Detailed Instructions Sub-tab

Additional Orders Tab

Detailed Instructions

Order Additional Materials

Next, click on the **Order** sub-tab. Fill in all of the required fields and enter the additional order quantities you need, then click the **Next** button (see Figure 5.2).

Order Sub-tab

The next screen (see Figure 5.3) displays your additional order information. Review it for accuracy. If the information is correct, click the **Submit Order** button. If it is incorrect, click the **Prev** (Previous) button to go back and edit the information.

Additional Order

Submit Additional Order

Please review the following order information. If the additional order information is correct then click the **Submit Order** button to save your order.

Shipping Information

Need By Date: 12 / 21 / 2004
Delivery Method: UPS Ground
Shipment Reason: Did Not Order In Time
Special Instructions:
Ship To: TERRY M. GOETHE
Test Coordinator
144 MAIN STREET
RM 202
SPRINGFIELD, OH 44444 1234

Email: terry.goethe@yourstate.edu.us
Phone: (555) 555 - 2224 ext. 2323
Fax: (555) 555 - 2223 ext. 3434

Material Selection

Material Item	Quantity
Grade 11 Pack of 20	10
Grade 12 Pack of 5	5

<<Prev   Cancel   Submit Order

Previous Button   Submit Order Button

Order Confirmation

You will then receive confirmation that your order has been submitted successfully for processing. This screen shows the order date, your user ID, user name, and the status of the order (see Figure 5.4).

NOTE:

You may want to print the confirmation screen and keep a hard copy for your records.

Additional Order

Order Submitted Successfully

The Additional Order has been submitted successfully for processing.

Order ID: 841281
Order Date: 2004-07-21 11:02:59
User ID: DEMO_DISTRICT
User Name: Kathy Moon
Status: New

Order History

You also can click on the **History** sub-tab to view an online history of all the additional orders you have requested (see Figure 5.5).

History Sub-tab

3. Delete this order

4. Edit this order

1. Click here to view an individual Additional Order

2. Status of this order

1. Clicking on the underlined **Order Date** allows you to view your order.

2. The **Status** column indicates whether the order has been approved by PEM. A "New" status means PEM has not yet picked up the file. An "Approved" status means PEM has approved the order and will be processing it.

3. To delete the additional order from the Order History, click on the trash can icon in the **Delete?** column. The delete function is only available if the status is NOT approved.

4. To make changes to your order, click on the pencil icon in the **Edit?** column. The edit function is only available if the status is NOT approved.

ALT-MSA 2006 HANDBOOK PART 4:
FORMS REQUIRED FOR THE
ALT-MSA 2006 PORTFOLIO

REQUIRED ALT-MSA FORMS

The forms described in the *ALT-MSA 2006 Handbook* Part 4 must be included in each student's ALT-MSA Portfolio. These forms are available as electronic templates at:

www.marylandpublicschools.org/MSDE/testing/alt_msa/.

For ALT-MSA 2006, student Mastery Objectives **must** be entered and submitted for review using MSDE's web application, ALT-MSA Online, at www.alt-msa.com. Use of this web site will ensure that TETs have access to electronic tools to help them in constructing Mastery Objectives and will also ensure timely submission and review of Mastery Objectives, as well as ease in revising objectives to incorporate review feedback. Additional information on creation and submission of Mastery Objectives is located in Part 5 and Part 6 of this *ALT-MSA 2006 Handbook*.

Test Examiners (TEs) who have questions about completing any of the required forms should first contact their School Test Coordinator (STC) and principal, or their system's Local Accountability Coordinator (LAC) and ALT-MSA Facilitator.

Questions or comments may also be e-mailed directly to MSDE at alt-msa@msde.state.md.us.

Required ALT-MSA 2006 Form: Table of Contents (Sec. 1 & 2)

The Table of Contents is the first item in the ALT-MSA 2006 Portfolio, placed before the first tab.

- Use the Table of Contents to guide the correct placement of all portfolio components.
- For the table of contents form for Sections 3 and 4 of the portfolio, place a page number in the column on the right that corresponds to the page number assigned to the documents and artifacts. Items in portfolio sections 1 and 2 have pre-designated letter identifications as indicated below.
- Note: Portfolio Scorers will NOT search the portfolio for a document or artifact: All items must be clearly labeled and/or numbered and in the correct order.
- Do NOT place portfolio pages and artifacts in plastic sleeves, unless the item is student work requiring the plastic sleeve to hold the item in place.

ALT-MSA 2006 TABLE OF CONTENTS

Sections	Designation/Page in Portfolio
TABLE OF CONTENTS	**Prior to First Tab**
PORTFOLIO SECTION 1	
____ **Test Examiner Team Signatures**	**A**
____ **Revised Reading and Mathematics Test Documents**	**B**
____ **Feedback on Test Documents originally submitted**	**C**
____ **Original Test Documents submitted for review**	**D**
____ **Pre-assessments for Reading and Mathematics (if student did not take ALT-MSA 2005)**	**E**
____ **Copy of Previous Year's (ALT-MSA 2005) Test Documents**	**F**
____ **Copy of Student's IEP Goals and Objectives**	**G**
PORTFOLIO SECTION 2	
____ **Signed Parent/Guardian Review of ALT-MSA Reading and Mathematics Objectives**	**H**
____ **Signed Parent/Guardian Review of ALT-MSA Portfolio**	**J**
____ **Documented Parent/Guardian Contacts for ALT-MSA**	**K**

Required ALT-MSA 2006 Form: Table of Contents (Section 3)

Sections   **Page in Portfolio**

PORTFOLIO SECTION 3

Artifacts for Reading Objectives

General Reading Processes
    Phonemic Awareness, Phonics, Fluency, or Other
        Objective 1   _____
        Objective 2   _____

    Vocabulary
        Objective 3   _____
        Objective 4   _____

    General Reading Comprehension
        Objective 5   _____
        Objective 6   _____

Comprehension of Informational Text
        Objective 7   _____
        Objective 8   _____

Comprehension of Literary Text
        Objective 9   _____
        Objective 10   _____

Required ALT-MSA 2006 Form: Table of Contents (Section 4)

Sections   **Page in Portfolio**

PORTFOLIO SECTION 4

Artifacts for Mathematics Objectives

Algebra, Patterns, or Functions

       Objective 1   _____
       Objective 2   _____

Geometry

       Objective 3   _____
       Objective 4   _____

Measurement

       Objective 5   _____
       Objective 6   _____

Statistics: Data Analysis

       Objective 7   _____
       Objective 8   _____

Number Relationships or Computation

       Objective 9   _____
       Objective 10   _____

Required ALT-MSA 2006 Form: Test Examiner Team   (A)*

The staff listed below comprises the Test Examiner Team for

_____
Student's Name

Signatures indicate (1) attendance at ALT-MSA training, (2) involvement in the development of the ALT-MSA portfolio for this student, (3) that the Mastery Objectives are based on ALT-MSA 2005 test results or a pre-assessment, (4) that the 2006 Test Documents were not submitted for ALT-MSA 2005 administration and (5) Mastery Objectives have not been previously mastered. The test examiners for this student will print and sign their name, indicate their position, and date. This form should be completed near the beginning of the test window.

1. _____ _____   _____ _____
      Name   **Signature**   **Position**   **Date**

2. _____ _____   _____ _____
      Name   **Signature**   **Position**   **Date**

3. _____ _____   _____ _____
      Name   **Signature**   **Position**   **Date**

4. _____ _____   _____ _____
      Name   **Signature**   **Position**   **Date**

5. _____ _____   _____ _____
      Name   **Signature**   **Position**   **Date**

6. _____ _____   _____ _____
      Name   **Signature**   **Position**   **Date**

7. _____ _____   _____ _____
      Name   **Signature**   **Position**   **Date**

School Test Coordinator:

_____   _____   _____
Name   **Signature**   **Date**

Principal/Education Director:

_____   _____   _____
Name   **Signature**   **Date**

*Letter A refers to the designation of this item in Section 1 of the Portfolio.

Required ALT-MSA 2006 Form: Reading Pre-Assessment (E)*

Pre-assessment: Reading 2006

If the student did not participate in ALT-MSA 2005, a pre-assessment must be conducted.

Use www.mdk12.org/instruction/curriculum/reading/index.html to select the grade-level reading content standards objectives that will comprise the reading pre-assessment.

A detailed description of the pre-assessment procedures is in Part 2 of the *ALT-MSA 2006 Handbook.*

In Section 1 of the student's ALT-MSA Portfolio, include only a copy of the test examiner-notated pages of the reading content standards used for the pre-assessment. **Do NOT include the entire Voluntary State Curriculum document.**

*Letter E refers to the designation of this item in Section 1 of the Portfolio.

Required ALT-MSA 2006 Form: Reading Mastery Objectives (B/D)*

Student Name_____   **Grade**_____

READING ALT-MSA 2006 TEST DOCUMENT

Maryland Content Standards, Indicators, Objectives,

and Mastery Objectives to be Assessed

(Note: This form will be entered electronically into the ALT-MSA Online system, printed, and inserted into the portfolio. Part 5 of the *ALT-MSA 2006 Handbook* contains instructions and guidelines for construction of measurable Mastery objectives, and Part 6 of the *ALT-MSA 2006 Handbook* contains instructions for entering and submitting Mastery Objectives electronically using the ALT-MSA Online web site.)

The Test Examiner Team will:
(1) record the selected indicator and objectives to be assessed,
(2) record a Mastery Objective for each selected objective,
(3) identify the type of evidence that will be collected, and
(4) identify the test examiner who will obtain the artifact.

READING CONTENT STANDARDS	
1.0 General Reading Processes (Phonemic Awareness, Phonics, Fluency, or Other) (If instruction in Phonemic Awareness, Phonics, or Sight words (in Fluency) is inappropriate for this student, state the Content Standard/Topic that will replace these Topics) **Other Content Standard/Topic**_____	**Type of Evidence/ Test Examiner**
Indicator **Objective 1** **Mastery Objective 1**	
Indicator **Objective 2** **Mastery Objective 2**	
1.0 General Reading Processes: Vocabulary	
Indicator **Objective 3** **Mastery Objective 3**	
Indicator **Objective 4** **Mastery Objective 4**	

*Letters B or D refer to the designation of this item in Section 1 of the Portfolio.

	Type of Evidence/ Test Examiner
1.0 General Reading Processes: Comprehension	
Indicator **Objective 5** **Mastery Objective 5**	
Indicator **Objective 6** **Mastery Objective 6**	
2.0 Comprehension of Informational Text	
Indicator **Objective 7** **Mastery Objective 7**	
Indicator **Objective 8** **Mastery Objective 8**	
3.0 Comprehension of Literary Text	
Indicator **Objective 9** **Mastery Objective 9**	
Indicator **Objective 10** **Mastery Objective 10**	

I have reviewed the Test Documents for this student's ALT-MSA 2006 Portfolio. (This must be reviewed and signed by October 14, 2005, prior to submission to the Test Contractor for review).

_____   _____
Principal or Designee's Signature   Date

Required ALT-MSA 2006 Form: Mathematics Pre-Assessment (E)*

Pre-assessment: Mathematics 2006

If the student did not participate in ALT-MSA 2005, a pre-assessment must be conducted.

Use http://www.mdk12.org/instruction/curriculum/mathematics/index.html to select the grade-level mathematics content standards objectives that will comprise the mathematics pre-assessment.

A detailed description of the pre-assessment procedures is in Part 2 of the ALT-MSA Handbook.

In Section 1 of the student's ALT-MSA Portfolio, include only a copy of the test examiner-notated pages of the mathematics content standards used for the pre-assessment. **Do NOT include the entire Voluntary State Curriculum document**

*Letter E refers to the designation of this item in Section 1 of the Portfolio.

.

Required ALT-MSA 2006 Form: Mathematics Mastery Objectives (B/D)*

Student Name_____   **Grade**_____

MATHEMATICS: ALT-MSA 2006 TEST DOCUMENT
Maryland Content Standards, Indictors, Objectives,
and Mastery Objectives to be Assessed

(Note: This form will be entered electronically into the ALT-MSA Online system, printed, and inserted into the portfolio. Part 5 of the *ALT-MSA 2006 Handbook* contains instructions and guidelines for construction of measurable Mastery Objectives, and Part 6 of the *ALT-MSA 2006 Handbook* contains instructions for entering and submitting Mastery Objectives electronically using the ALT-MSA Online web site.)

The Test Examiner Team will:
(1) record the selected indicator and objectives to be assessed,
(2) record a measurable Mastery Objective for each selected objective,
(3) identify the type of evidence that will be collected, and
(4) identify the test examiner who will obtain the evidence.

MATHEMATICS CONTENT STANDARDS	
1.0 Knowledge of Algebra, Patterns, And Functions **7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology.**	**Type of Evidence/ Test Examiner**
Indicator **Objective 1** **Mastery Objective 1**	
Indicator **Objective 2** **Mastery Objective 2**	
2.0 Knowledge of Geometry **7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology.**	
Indicator **Objective 3** **Mastery Objective 3**	
Indicator **Objective 4** **Mastery Objective 4**	

*Letters B or D refer to the designation of this item in Section 1 of the Portfolio.

	Type of Evidence/ Test Examiner
3.0 Knowledge of Measurement **7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology.**	
Indicator **Objective 5** **Mastery Objective 5**	
Indicator **Objective 6** **Mastery Objective 6**	
4.0 Knowledge of Statistics: Data Analysis **7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology.**	
Indicator **Objective 7** **Mastery Objective 7**	
Indicator **Objective 8** **Mastery Objective 8**	
6.0 Knowledge of Number Relationships or Computation **7.0 Process of Mathematics: Communication: Presents mathematical ideas using words, symbols, visual displays, or technology.**	
Indicator **Objective 9** **Mastery Objective 9**	
Indicator **Objective 10** **Mastery Objective 10**	

I have reviewed the Test Documents for this student's ALT-MSA 2006 Portfolio. (This must be reviewed and signed by October 14, 2005, prior to submission to the Test Contractor for review).

_____   _____
Principal or Designee's Signature   Date

Required ALT-MSA 2006 Form: Parent/Guardian Review of MOs (H)*

Parent/Guardian Review
ALT-MSA 2006 Reading and Mathematics

The reading and mathematics objectives from the Maryland Content Standards listed on the enclosed Test Documents were selected by your child's teachers to be one focus of your child's instruction and the ALT-MSA Portfolio.

- These objectives were selected based on what your child already knows and what your child needs to learn.

- The Test Documents list the specific skills on which your child will be assessed.

- The enclosed brochure provides more detail about the ALT-MSA Portfolio.

Please review these objectives and let your son's/daughter's teachers know if you have suggestions or questions about the objectives.

- Your child's ALT-MSA Portfolio is one component of his/her instructional program. The instructional program also includes instruction in the IEP goals and objectives, academic content, and skills in communication, decision-making, interpersonal, career/vocational, community, recreation/leisure, and personal management.

Please sign below to indicate you have reviewed the reading and mathematics objectives for your son's/daughter's ALT-MSA Portfolio. Please keep the Test Documents for your use at home.

____ I have reviewed the Test Documents selected for ALT-MSA 2006.
____ Suggestions and questions I have about the selected objectives:

_____
_____
_____
_____

At home, we can do the following to aid in my child's instruction:
_____
_____
_____
_____

_____   _____
Parent/Guardian Signature   Date

*Letter H refers to the designation of this item in Section 2 of the Portfolio.

Required ALT-MSA 2006 Form: Parent/Guardian Portfolio Review (J)*

Parent/Guardian Review of ALT-MSA Portfolio 2006

Your child's ALT-MSA Portfolio was developed between September 1, 2005 and March 15, 2006. Evidence of your child's attainment of the reading and mathematics Mastery Objectives is included in his/her ALT-MSA Portfolio. The Mastery Objectives were sent to you earlier in the school year.

Student's Name_____

_____ I have reviewed the contents of my child's ALT-MSA Portfolio.

Comments I have for my son/daughter, if any:

_____
_____
_____
_____
_____

Comments I have for the teachers, if any:

_____
_____
_____
_____
_____

_____   _____
Signature of Parent/Guardian   Date

*Letter J refers to the designation of this item in Section 2 of the Portfolio.

Required ALT-MSA 2006 Form: Parent/Guardian Contacts (K)*

PARENT/GUARDIAN CONTACTS: ALT-MSA 2006 PORTFOLIO

Date

_____ Sent home the ALT-MSA Reading and Mathematics
Test Documents, brochure, and cover form
for review and signature.   _____

_____ Responded to suggestions and questions received.   _____

_____ Contacted to request return of signed cover form.   _____

_____ Sent invitation to review ALT-MSA 2006 Portfolio.   _____

*Letter K refers to the designation of this item in Section 2 of the Portfolio.

NOTE: The data chart format below may be used to record student responses when using data charts as artifacts. If the TET elects to use the data chart format below, <u>the specific, observable and measurable target student response must be recorded in the "Student Behavior" column</u>.

Blank Data Charts for Multiple Steps/Trials

Key: (prompts, accuracy, etc.)

Student Name:			Date Instruction Started:			
Mastery Objective:						
Steps/Student Behavior:	Date:	Date:	Date:	Date:	Date:	Date:
Totals Accurate:						
Percent Accurate:						

NOTE: The data chart format below may be used to record student responses when using data charts as artifacts. The data chart may be used to document instruction using less than full physical prompts. The specific, observable and measurable target student response must be recorded in the "Student Behavior" column.

Data Chart

Student: **Date Instruction Started:**

Mastery Objective:

Key: I-Independent, G-Gesture, V-Verbal, M-Model, PP-Partial Physical, FP-Full Physical;
          Recorded number of prompts provided, (e.g. V 2)
Response: "+": student demonstrated desired response, "—": student did not demonstrate desired
          response

Assistive Technology:

Steps/Student Behavior	Date:		Date:		Date:		Date:	
1.	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
2.	Prompt I G V M PP FP	Response	Prompt I G M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
3.	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
4.	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
5.	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response	Prompt I G V M PP FP	Response
Total Accurate:								
Percent Accurate:								

NOTE: This data chart format may be used to record student responses when using data charts as artifacts. If TETs elect to use the data chart format below, the specific, observable and measurable target student response must be recorded in the "Trials/Steps" column. Multiple data charts that document instruction over multiple days prior to attainment of the Mastery Objective must be included.

Data Chart

Student Name:	Date Instruction Started:					
Mastery Objective:						
Date:						
Trials/Steps:	Task Direction	Independent	Gesture	Verbal	Model	Partial Physical
Totals:						
% Correct:						

Student Name:	Date Instruction Started:					
Mastery Objective:						
Date:						
Trials/Steps:	Task Direction	Independent	Gesture	Verbal	Model	Partial Physical
Totals:						
% Correct:						

Key: **(+)= Correct (-)=Incorrect (5)=Independent (4)=Gesture Prompt (3)=Verbal Prompt (2)=Model Prompt (1)=Partial Physical Prompt (0)=No Response after Physical Prompt**

NOTE: This data chart format may be used to record student responses when using data charts as artifacts. If the TET elects to use the data chart format below, <u>the specific, observable and measurable target student response must be recorded in the "Trials/Steps" column</u>. Multiple data charts that document instruction over multiple days prior to attainment of the Mastery Objective must be included.

Data Chart

Student Name		Date Instruction Started:				
Mastery Objective						
Date						
Trials/Steps	Task Direction	Independent	Gesture	Verbal	Model	Partial Physical
Totals						
% Correct						

Key: **(+)= Correct (-)=Incorrect (5)=Independent (4)=Gesture Prompt (3)=Verbal Prompt (2)=Model Prompt (1)=Partial Physical Prompt (0)=No Response after Physical Prompt**

MARYLAND STATE DEPARTMENT OF EDUCATION
Achievement Matters Most

Test Administration and Certification of Training Form

This form must be signed by all individuals directly involved in MSDE-sponsored testing including:

- School Test Coordinators,
- Teachers serving as Test Examiners or others who support a test administration,
- Instructional Assistants providing special education, limited English proficient, or Section 504 accommodations, and
- Anyone else with access to test materials or involvement in administrations.

Only personnel who are employees or agents of the school district and who have signed this form may supervise, administer, or assist with the administration of the test.

This is to certify that:

- I have been trained for my role in the upcoming testing by a trainer authorized by my school district. I am familiar with the district test administration policy and have received a copy of it.
- I understand that it is a breach of professional ethics to provide verbal or nonverbal clues or answers, teach items on the test, share prompts, coach, hint, or in any way influence a student's performance during the testing. The only materials students may use are those authorized in the test's Test Administration and Coordination Manual or Examiner's Manuals. ALT-MSA Test Examiners may provide students the prompts and accommodations consistent with the student's Mastery Objectives.
- I know that copies of test materials, including items and other documents that are labeled as secure, are confidential and must be kept secure at all times. Unauthorized use, transportation, duplication, or reproduction of any portion of these assessment materials is prohibited.
- I know that I may not inaccurately report a student's accuracy scores, submit artifacts and forms from previous test years, submit artifacts not completed within the test window, misrepresent or change dates on artifacts, falsify artifacts, falsify signatures, "coach" a student to provide correct answers, misrepresent Mastery Objective review documents, or submit portfolios that are not developed in compliance with the guidelines presented in the current test year ALT-MSA Handbook.
- I know that accommodations for Section 504 or English Language Learner students must be limited to those stated in *Requirements for Accommodating, Excusing, and Exempting Students in Maryland Assessment Programs.* In addition, accommodations for special education students must be limited to those that appear on the student's IEP and are used for classroom instruction.
- I know that the test must be administered on the dates specified within the allowed window. I know that, unless part of the directions for administration, I may not read any activity to a student unless part of an allowable accommodation. Students unsure of the question or an answer should be told only to reread the question and give their best response. Although I know I can encourage students to respond to each question, I know I cannot tell students to change their responses.
- I have thoroughly read the above and have been prepared for my role in this test administration. I know that violations of test administration and security provisions may result in invalidation of test results, cost assessed to my district, and disciplinary actions against me by my district or certificate suspensions or revocations by the MSDE.

_____   _____   _____
Signature   Date   School

_____   _____
Name (Please print)   Name of Test

Non- Disclosure Agreement

This form is required for all personnel other than Test Examiners who work with tests administered by or through MSDE. The school system must retain completed forms for at least three years following the last contact of the named person with any MSDE assessment material.

It is my understanding that MSDE assessment materials are confidential. I agree to abide by all of the regulations governing test administration and data reporting policies and procedures in COMAR 13A.03.04 (attached). As part of these regulations, I know that I am:

- Not to duplicate test materials for any reason except as authorized by MSDE directly or through the LAC.

- Not to make written notes about the topics or content of the test materials unless requested to do so by MSDE directly or through the LAC.

- Not to provide any part of the test materials for examination or other use by any other party.

- Not to disseminate any of the test materials to any other party.

- Not to discuss the topics and/or specific content of the test materials with any other party.

- To return the test materials to the representative authorized by the MSDE by the agreed-upon date.

Name:_____   Title: _____

Agency: _____   Date: _____

Signature: _____

(The following information on pages 4-21 through 4-23 is the attachment to the Non-disclosure form on page 4-20)

Title 13A
STATE BOARD OF EDUCATION
Subtitle 03 GENERAL INSTRUCTIONAL PROGRAMS
Chapter 04 Test Administration and Data-Reporting Policies and Procedures
Authority: Education Article, §7-205, Annotated Code of Maryland.

01 Scope.

This chapter applies to:

A. Tests administered by or through the State Board of Education including but not limited to:
          (1) The norm-referenced test or tests in use by the State,
          (2) The Maryland Functional Testing Program,
          (3) The Maryland School Performance Assessment Program Tests,
          (4) The High School Equivalency Program Test (GED),
          (5) Teacher Certification Tests,
          (6) High School Assessment Program Tests,
          (7) Other test instruments required by the State Board of Education;

B. Data reporting required by the State Board of Education including the data-based areas described in COMAR 13A.01.04 and other measures used to determine availability of services and funding; and

C. Local school system-owned materials that are the same as those used in any State-operated assessment program.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms Defined.
          (1) "Department" means the State Department of Education,
          (2) "Individual" means a student, teacher, administrator, or other school system employee,
          (3) Local School System,
                    (a) "Local school system" means a public school system.
                    (b) "Local school system" includes special schools and institutions that use tests administered on behalf of the State Board of Education.
          (4) "Maryland School Performance Program (MSPP)" means a performance-based education accountability program that focuses on accountability through school improvement in the public schools.
          (5) "Test administration" means the range of activities from procurement of secure assessment materials through the return of secure assessment materials to the Department or its agents.

.03 Local School System Test Administration and Data Reporting Policies.

A. A local school system shall develop and adopt test administration and data-reporting policies

B. The test administration policy shall provide for:
          (1) The security of the materials during testing and the storage under lock and key of all secure tests and test materials in all versions, including answer keys, audio tapes, and examinee answer documents, before, during, and after testing;
          (2) The proper administration of tests and the monitoring of test administrations;
          (3) Annual training of appropriate personnel on the local test administration policy and procedures; and
          (4) The retention for 3 years after the date of test administration of the following information for each test group for each testing day:
                    (a) Name and student identification number for each student.
                    (b) School and system names and identifiers, and
                    (c) Names of the test administrators, examiners, and proctors.

C. The data reporting policy shall contain:
          (1) Procedures for the accurate and timely collection, storage, and retrieval of data required by the State Board as described in Regulation .01of this chapter; and
          (2) Training of appropriate personnel on data procedures.

D. Test Administration and Certification of Training Forms.
          (1) Each local school system shall use a Department provided or approved test administration and certification of training form and a Department provided or approved nondisclosure agreement, as appropriate, for its employees.
          (2) Before initially handling any test materials, and annually after that, each individual directly or indirectly involved shall sign a test administration and certification of training form or a nondisclosure agreement, whichever is applicable.

(3) All signed forms and agreements shall be retained by the local school system for the duration of the individual's employment or relationship with the local school system.

.04 Local School System Test Procurement Designate.

A. A local superintendent of schools shall designate annually one individual in each school system who shall be the sole individual in the school system authorized to procure test instruments that are used in testing programs administered by or through the State Board of Education.

B. The name of the individual designated in §A of this regulation shall be provided in writing to the Department.

C. Changes in responsibility shall be communicated in writing to the Department within 10 days of the official change.

.05 Testing Behavior Violations.

A. It is a violation of test security for an individual to fail to follow test administration procedures promulgated by the local board of education or the State Board of Education and published in test administration manuals and related materials for mandatory tests administered by or through the State Board of Education to students or educators.
B. It is a violation of test security for an individual to:
    (1) Give examinees access to secure test items or materials before testing;
    (2) Give unauthorized individuals access to secure test items or materials;
    (3) Copy, reproduce, use, or otherwise disclose in any manner inconsistent with test security regulations and procedures any portion of secure test materials;
    (4) Provide answer keys or answers orally, in writing, or by any other means, to examinees;
    (5) Coach examinees during testing by giving them answers to test questions or otherwise directing or guiding their responses or altering or interfering with examinees' responses in any way;
    (6) Fail to follow security regulations and procedures for distribution and return of secure test materials, or fail to account for all secure test materials before, during, and after testing;
    (7) Fail to properly monitor test administration, including permitting inappropriate collaboration between or among individuals;
    (8) Administer State-mandated tests on dates other than those specified by the Department;
    (9) Participate in, direct, aid, counsel, assist, encourage, or fail to report any of the acts prohibited in this chapter; or
    (10) Refuse to disclose information regarding test security violations.

C. The local school system shall investigate any allegations of violations of test security and report the results to the Department in a timely fashion.

.06 Data Collection and Reporting Violations.

A. It is a violation of data collection and reporting for an individual, school, or school system to:
    (1) Fail to report test scores, numbers of students tested, and other indicators of test performance on mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department;
    (2) Report incorrect or otherwise inaccurate test scores, numbers of students tested, other indicators of test performance, and participation of mandatory tests administered by or through the State Board of Education, as well as all other data elements reported to the Department; or
(3) Exclude a student or students from participation in mandatory tests administered by or through the State Board of Education except in accordance with Department-approved procedures.

B. The local school system shall investigate any allegations involving data collection or reporting violations and report the results to the Department in a timely fashion.

.07 Sanctions for Violations.

A. Invalidation of Test Scores or Other Data.
    (1) An individual shall adhere to all procedures specified in all operating manuals and related materials governing the Maryland School Performance Program including the mandated testing programs.
    (2) The Department:
        (a) Shall establish procedures to identify:
            (i) Improbable test score gains or improbable changes in data in consecutive years,
            (ii) Situations in which inappropriate collaboration between or among individuals occurs during the test administration or data collection and reporting, and
            (iii) Any other situation which may result in the invalidation of test results or other data; and
        (b) May invalidate test scores or other data that reflect improbable gains which cannot be satisfactorily explained through changes in the student population or instruction.
    (3) The invalidation of test results or other data because of a breach of security, or action of the State Board of Education, also invalidates any graduation, programmatic, or evaluative criteria dependent upon these data or test results.
    (4) A student who causes, allows, or is otherwise involved in the presentation of forged, counterfeit, or altered identification for the purpose of obtaining admission to a test administration site for any of the tests listed in Regulation .01 of this chapter may have the test results invalidated, and may be ineligible to retake the test until the next official testing opportunity.

(5) A student who engages in any activities during testing which result in invalidation of scores may be ineligible to retake the test until the next official testing opportunity.

(6) All central office and school-based personnel whose duties involve either test administration or data collection and reporting shall be held accountable for compliance with all of the requirements described in this chapter.

B. Other Sanctions. A testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or a violation of any other regulation in this chapter constitutes misconduct, insubordination, or neglect of duty for which:

(1) Personnel sanctions may be imposed by the local school system;

(2) The administrative credentials, teaching credentials, or both, of the violator may be suspended or revoked under COMAR 13A. 12.05;

(3) The school or school system may be censured; and

(4) Costs incurred as the result of the violation may be recovered by the department.

C. Mitigating Circumstances.

(1) Any mitigating circumstances shall be considered before a sanction is imposed for the testing behavior violation as described in Regulation .05 of this chapter, a data collection and reporting violation as described in Regulation .06 of this chapter, or violation of any other regulation in this chapter.

(2) An individual other than a primary violator may be sanctioned only if the individual failed to take appropriate action after learning about the violation.

D. Reasonable Person Standard. All conduct with respect to test administration and data reporting will be reviewed under a reasonable person standard, that is, what a reasonable person would do under similar circumstances.

Administrative History
Effective date:
Regulation .01 effective July 31, 1968
Regulation .02 effective June 9, 1964; amended effective May 26, 1976 (3:11 Md. R. 593); July 20, 1977 (4:15 Md. R. 1153); July 1, 1978 (5:12 Md. R. 969); June 15, 1979 (6:12 Md. R. 1052); May 30, 1988 (15:11 Md. R. 1331)
Regulation .02A amended effective May 16, 1980 (7:10 Md. R, 952); June 12, 1981 (8:12 Md. R. 1064); August 2, 1981 (9:15 Md. R. 1516); July 4, 1983 (10:13 Md. R. 1181); July 1, 1984 (11:12 Md. R. 1064); August 11, 1986 (13:16 Md. R 1828); August 24, 1987 (14:17 Md. R. 1872)
Regulation .02A and B amended effective May 20, 1985 (12:10 Md. R 962)
Regulation .02C and D Adopted effective July 25, 1980 (7:15 Md. R 1426)
Regulation .03 amended effective October 15, 1975 (2:29 Md. R 1734); March 31, 1976 (3:7 Md. R 402); July 20, 1977 (4:15 Md. R, 1153) July 28, 1978 (5:15 Md. R. 1190); July 13, 1979 (6:14 Md. R 1208)
Regulation .03A amended effective August 2, 1982 (9:15 Md. R. 1516); July 29, 1985 (12:15 Md. R. 1525)
Regulation .03A amended effective August 2, 1982 (9:15 Md. R 1516); July 29, 1985 (12:15 Md. R 1525)
Regulation .04 effective August 21, 1968
Regulation .05 adopted effective November 14, 1975 (2:29 Md. R. 1734); amended effective July 21, 1976 (3:15 Md. R 806); October 7, 1977 (4:21 Md. R. 1604); September 22, 1978 (5:19 Md. R. 1447); September 21, 1979 (6:19 Md. R 1520)
Regulation 06 adopted effective October 13, 1976 (3:21 Md. R. 1208); amended May 11, 1977 (4:10 Md. R. 768); December 30, 1977 (4:27 Md. R. 2108); November 17, 1978 (5:23 Md. R. 1741)
Regulation .07 adopted effective January 11, 1980 (7:1 Md. R. 44)
Regulation .07A amended effective May 2, 1980 (7:9 Md. R. 848); April 17, 1981 (8:8 Md. R. 723); July 19, 1982 (9:14 Md. R. 1431); May 9, 1983 (10:9 Md. R. 702); April 9, 1984 (11:7 Md. R. 628); May 6, 1985 (12:9 Md. R. 813); August 25, 1986 (13:17 Md. R 1923); March 7, 1988 (15:5 Md. R. 622)
Regulation .07B amended effective July 19, 1982 (9:14 Md. R. 1431); May 6, 1985 (12:9 Md. R. 813)
_____
Annotation: Appendix F to the "Methods of Administration for the Office of Civil Rights Guidelines for the Division of Vocational-Technical Education" (see Regulation .02C) was incorporated by reference effective February 20, 1981 (8:4 Md. R. 344)
_____
Regulations .01, .03–.07 repealed effective January 15, 1989 (15:27 Md. R. 3132)
Regulation .02 and Chapter, Instructional Programs Involving Federal Funds, repealed effective August 7, 1989 (16:15 Md. R. 1651)
_____
Regulations .01–.06, Test Security and Data Reporting Policy and Procedures, adopted effective January 6, 1992 (18:26 Md. R. 2831)
Regulation .05B amended effective August 15, 1994 (21:16 Md. R. 1386)
Chapter repealed effective April 20, 1998 (25:8 Md. R. 598)
_____
Regulations .01–.07, Test Administration and Data-Reporting Policies and Procedures, adopted effective April 20, 1998 (25:8 Md. R. 598)
Regulation .03 amended effective March 20, 2000 (27:5 Md. R. 585)

ALT-MSA 2006 HANDBOOK PART 5:
WRITING AND REVIEWING
ALT-MSA 2006 MASTERY OBJECTIVES

Part 5 of the *ALT-MSA 2006 Handbook* describes the activities in Step 2 of the ALT-MSA process which relate to the writing and reviewing of Mastery Objectives (see Figure 5-1, below). Part 6 of the *ALT-MSA 2006 Handbook* describes the process for using the ALT-MSA Online system to enter the Mastery Objective documents for review, submission, revision, and printing.

Figure 5-1

Step 2	
September through November 2005	
Activities	**Handbook References**
• **TET writes Mastery Objectives.**	**Parts 5 and 6**
o **Align Mastery Objectives and Instruction with grade-level and age-appropriate expectations**	**Part 5**
o **Align Mastery Objectives with Content Standards**	**Part 5**
o **Ensure that Mastery Objectives have the required components**	**Part 5**
• **Principal reviews and signs Mastery Objectives.**	**Parts 5 and 6**
• **Parents receive ALT-MSA Mastery Objectives.**	**Part 5**
• **Mastery Objectives submitted for technical review.**	**Part 6**
• **Feedback is received and revisions are made.**	**Part 6**

TET WRITES MASTERY OBJECTIVES (SEPTEMBER-OCTOBER)

Based on the analysis of the student's ALT-MSA 2005 performance or the results of the pre-assessment, the TET selects ten reading and ten mathematics objectives that have not been mastered and the corresponding Indicators from the identified Content Standards (Part 1 of the *ALT-MSA 2006 Handbook*, page 1−9).

- Reading and mathematics objectives on the student's current IEP that have not yet been obtained and that align with the assessed Content Standards may also be selected for ALT-MSA.
- Please refer to Part 8 of the *ALT-MSA 2006 Handbook* for explanations of terms used in the Content Standards.
- Please refer to Part 6 of the *ALT-MSA 2006 Handbook* for detailed instructions on using the **ALT-MSA Online** web application to write Mastery Objectives, submit them for review, and obtain review feedback.

Selected Content Standard Indicators and Objectives must be recorded on the ALT-MSA Reading and Mathematics Test Documents located in Part 4 of the ALT-MSA Handbook.

ALT-MSA 2006 requires that Mastery Objectives be entered on the test documents using MSDE's web application, **ALT-MSA Online**, at www.alt-msa.com. Use of this web site will ensure access to electronic tools to help TETs in creating Mastery Objectives and ease of timely submission, review, and revision of Mastery Objectives. Additional information on creation and submission of Mastery Objectives is located in this part and Part 6 of this Handbook.

As previously noted, Mastery Objectives must be challenging yet attainable during the test window.

- When writing Mastery Objectives, first define the outcome(s) of instruction related to the selected content standard objectives.
- It is important to articulate the essential learning, what it is that all students are expected to know and be able to do at the end of instruction, which will move the student towards the stated grade-level standard.
- Outcomes for students with significant cognitive disabilities can then be identified to ensure appropriate expectations for their achievement.

NOTE: MASTERY OBJECTIVES AND ARTIFACTS MAY <u>NOT</u> RELATE TO TOILETING, PERSONAL HYGIENE, OR PERSONAL CARE ACTIVITIES.

ALIGNING GRADE-LEVEL CONTENT TO DAILY INSTRUCTION AND ASSESSMENT

Federal regulations mandate that students with disabilities must access general curriculum and their assessments be aligned with grade-level content standards in reading and mathematics.

- Identifying outcomes in reading and mathematics for students participating in ALT-MSA, what students must know and do will shape reading and mathematics instruction.

- The Mastery Objectives the TET writes facilitate instruction and assessment that is aligned with general curriculum and modified grade-level content.

- Linking the instruction of reading and mathematics to other content areas will support student mastery of the reading and mathematics objectives.

- Other content areas such as science, social studies, art, music, health, physical education, and career/vocational education provide students the context that will promote learning of reading and mathematics skills.

Identifying links to other content areas when the TET is writing Mastery Objectives will facilitate instruction and assessment of reading and mathematics throughout the school day.

- Test examiners should become familiar with grade-level curriculum, materials, and learning activities that same age and grade peers are using.

- Use the grade-level content standards that correspond to your students' grade levels to identify topics for instruction and assessment.

Note: Examples of ways in which grade-level content can be reflected in daily instruction and assessment appear in Figure 5-2. This figure illustrates the reading and mathematics content standards and topics that must be assessed and other content areas that are taught during the student's school day. Use the chart to identify content connections for Mastery Objectives and opportunities to provide instruction in reading and mathematics.

Figure 5-2: Connecting Reading and Mathematics Instruction to Student's Daily Schedule

Reading Mastery Objectives	Reading	Math	Science	Art/Music	Physical Education	Health	Social Studies	Community/ Career/ Vocational
Phonics/Sight Words 1–2								
Vocabulary 3–4								
Comprehension 5–6								
Informational Text 7–8								
Literary Text 9–10								
Math Mastery Objectives								
Algebra 1–2								
Geometry 3–4								
Measurement 5–6								
Data Analysis 7–8								
Number Sense 9–10								

Example: Connecting Reading and Mathematics Instruction to Student's Daily Schedule

Reading Mastery Objectives	Reading	Math	Science	Art/Music	Physical Education	Health	Social Studies	Community Career/ Vocational
Phonics/Sight Words 1–2	X	X	X	X	X	X	X	X
Vocabulary 3–4	X	X	X	X	X	X	X	X
Comprehension 5–6	X	X	X	X	X	X	X	X
Informational Text 7–8	X	X	X	X	X	X	X	X
Literary Text 9–10	X		X	X			X	X
Math Mastery Objectives								
Algebra 1–2		X	X	X				X
Geometry 3–4		X		X				X
Measurement 5–6		X	X	X	X	X		X
Data Analysis 7–8		X	X	X	X	X	X	X
Number Sense 9–10		X	X	X	X	X	X	X

ALT-MSA AND DAILY INSTRUCTION

Instruction on the Mastery Objectives should begin as soon as the Mastery Objectives have been completed and reviewed by the principal or designee.

- The development of the ALT-MSA Portfolio should be conducted within the context of the ongoing daily reading and mathematics instructional program.

- Test examiners are **not** expected or encouraged to take any component of the ALT-MSA Portfolio development process away from the school.

- The ALT-MSA Portfolio is to be constructed within the context of daily instruction with the student and in collaboration with the TET members.

ALIGNING MASTERY OBJECTIVES WITH READING AND MATHEMATICS CONTENT STANDARDS

Mastery Objectives must contain clear statements of the expected mastery level for each objective recorded on the ALT-MSA Reading and Mathematics Test Documents. Mastery Objectives **must** align with the reading and mathematics Content Standard Indicators and Objectives that are being assessed.

The following are eight examples of Mastery Objectives which are aligned with the content standards. For each example, the content standard information is presented first, followed by the aligned Mastery Objective.

Mastery Objective Alignment Examples 1 & 2

> *VSC information for alignment*
> **Reading**
> **1.0 General Reading Processes**
> **D. Vocabulary**
> **1.0   Develop and apply vocabulary through exposure to a variety of texts**
> *(indicator)*
>
> > a.   Acquire new vocabulary through listening to, independently reading, and
> >   discussing a variety of literary and informational texts *(objective, grades 3 – 8)*

Mastery Objective: Given 6 word cards and 6 picture symbol cards from the Life Science Unit, Amy will place each word card on top of the correct picture symbol card with 100% accuracy on 2 consecutive days.

Mastery Objective: Given 4 textured picture symbol cards with words from the Life Science Unit and a plant, Anna will place the picture symbol cards next to the plant part with 1 gesture prompt, with 100% accuracy on 2 consecutive days.

Mastery Objective Alignment Examples 3 & 4

> *VSC information for alignment*
> **Reading**
> **2.0 Comprehension of Informational Text**
>   **1.**   **Apply comprehension skills by selecting, reading, and interpreting a variety of print and electronic informational texts** *(indicator)*
>   b.   Read, use, and identify the characteristics of workplace and other real-world documents, (science investigations) *(objective-Grades 3-8)*

Mastery Objective: Given picture symbol directions for 2 science investigations, Jamal will read each step orally and complete each of the 3 steps for the 2 science investigations with 80% accuracy.

Mastery Objective: Given the IntelliKeys®, and an overlay with the 3 steps of an adapted science investigation from the Life Science Unit, Jeremy will read each step of the science investigation by touching the icon on the keyboard and then complete each step with 1 partial physical and 2 gesture prompts with 83% accuracy.

Mastery Objective Alignment Examples 5 & 6

> *VSC information for alignment*
> **Mathematics**
> **4.0 Knowledge of Statistics**
>   **B. Data Analysis**
>   **1. Analyze data (Grades 3-8)** *(indicator)*
>   c.   Interpret data contained in single bar graphs using a variety of categories and intervals. *(objective)*

Mastery Objective: Given bar graphs displaying data from a social studies unit, Alice will answer 5 questions about the data by stating the correct answers with 80% accuracy.

Mastery Objective: Given bar graphs displaying data from a social studies unit and 2 Big Mack© devices programmed with yes/no, Yashmin will answer 3 questions about the data by pressing the correct Big Mack© with 1 partial physical and 1 gesture prompt with 100% accuracy for 2 consecutive days.

Mastery Objective Alignment Example 7

> *VSC information for alignment*
> **Mathematics**
> **6.0 Knowledge of Number Relationships and Computation/Arithmetic**
>   **3. Apply knowledge of money** *(indicator)*
>   b. Determine the value of a given set of mixed currency *(objective)*

Mastery Objective: Given 2 sets of mixed currency, Rachel will count each set and select the amount needed to purchase an item in the school store with 1 partial physical prompt at 100% accuracy for 2 consecutive days.

Mastery Objective Alignment Example 8

> *VSC information for alignment*
> **Mathematics**
> **6.0 Knowledge of Number Relationships and Computation/Arithmetic**
>   **3. Apply knowledge of money** *(indicator)*
>   b. Determine the change from $100 *(objective)*

Mastery Objective: Given a minimum of 3 opportunities each week to purchase different items using a $5.00 bill, Andrea will count her change and state if it is the correct amount with 100% accuracy for 3 weeks.

Note: Alignment Examples 7 and 8 are illustrative of the situation which occurs when a particular skill or knowledge area is represented in the content standards in a lower grade than the student's current enrollment. The skill or knowledge area may be critical, however, for the student to acquire for future life application. In these cases, although there is not a strict alignment with the grade-level content standards, the TET must ensure that the Mastery Objective reflects grade/age appropriate materials. Specific content areas in which this situation may apply include dealing with money (which does not appear in the VSC beyond grade 4), phonics, phonemic awareness, and sight words.

In the examples above, a similar objective could be used with students from different grades, but the context of the objective would be adjusted for each student to reflect appropriate materials and activities.

REQUIRED FORMAT OF MASTERY OBJECTIVES

Use the following format on *ALT-MSA Online* at www.alt-msa.com to ensure that
Mastery Objectives have the required components:

Given_____
      Condition: task direction, stimulus, materials student will use, assistive technology

Student_____will_____
      Name   **Student response: must be measurable and observable**

With_____
      Prompt, if any

At/for _____
      **Criterion for Acceptable Performance: percent correct or percent accurate, number
of times student must demonstrate behavior, or percent correct or percent
accurate, and frequency of demonstration over time**

REQUIRED COMPONENTS OF MASTERY OBJECTIVES

In addition to demonstrating alignment, Mastery Objectives **must** include the following
required components:

Component 1 **The conditions for performing the skill**. The TE must state the
conditions the student will be given to perform the skill: task direction,
stimulus, materials student will use, and**/**or assistive technology. The
task direction is a verbal direction given by the teacher to initiate the
behavior, activity, or task. A task direction is **NOT** a prompt.)

Component 2 **The measurable, observable response the student is to make.** The
TE must specify the observable and measurable response the student
will produce.

Component 3 **The level of prompt** (see definitions on page 5−11). If a level of prompt
is not indicated, the scorer will assume the student did not receive any
prompts and performed the task independently.

Component 4 **The criterion for acceptable performance**. For ALT-MSA, an
objective will be considered mastered if the student demonstrates 80%
− 100% accuracy. The criterion must include percent correct or percent
accurate, number of times the student must demonstrate the behavior,
or the percent correct or percent accurate and the frequency of
demonstration over time. The Mastery Objective will be scored based
on the level of mastery stated in the Mastery Objective.

EXAMPLES OF MASTERY OBJECTIVES WITH REQUIRED COMPONENTS

Mastery Objective Component 1: State the conditions for performing the skill in the Mastery Objective.

The condition statement may include the task direction, a stimulus the student will respond to, materials, and assistive technologies the student will use. If presenting a discrimination task, be certain to provide a distractor so the student may make a choice between a correct and incorrect response. The materials used must be grade and age-appropriate for the student.

Examples highlighting Mastery Objective Component 1:

(The condition in each example is in boldface type.)

Mastery Objective: **Given 6 word cards and 6 picture symbol cards from the Life Science Unit,** Amy will place each word card on top of the correct picture symbol card with 100% accuracy on 2 consecutive days.

Mastery Objective: Given 4 textured picture symbol cards with words from the Life Science Unit and a plant, Anna will place the picture symbol cards next to the plant part with 1 gesture prompt, with 100% accuracy on 2 consecutive days.

Mastery Objective: Given picture symbol directions for 2 science investigations, Jamal will read each step orally and complete each of the 3 steps for the 2 science investigation with 80% accuracy.

Mastery Objective: Given the IntelliKeys®, and an overlay with the 3 steps of an adapted science investigation from the Life Science Unit, Jeremy will read each step of the science investigation by touching the icon on the keyboard and then complete each step with 1 partial physical and 2 gesture prompts with 83% accuracy.

Mastery Objective: Given bar graphs displaying data from a social studies unit, Alice will answer 5 questions about the data by stating the correct answers with 80% accuracy.

Mastery Objective: Given bar graphs displaying data from a social studies unit and 2 Big Mack© devices programmed with yes/no, Yashmin will answer 3 questions about the data by pressing the correct Big Mack© with 1 partial physical and 1 gesture prompt with 100% accuracy for 2 consecutive days.

Mastery Objective: Given 2 sets of mixed currency, the student will count each set and select the amount needed to purchase an item in the school store with 1 partial physical prompt at 100% accuracy for 2 consecutive days.

Mastery Objective: **Given a minimum of 3 opportunities each week to purchase different items using a $5.00 bill,** Andrea will count her change and state if it is the correct amount with 100% accuracy for 3 weeks.

Mastery Objective Component 2: **State the behavior/skill to be observed in the Mastery Objectives- the measurable, observable response the student is to make. The test examiner must specify the observable and measurable response the student will produce.**

Unacceptable verbs – These verbs are **neither** observable **nor** measurable:

Know	Listen	Determine	Comprehend
Recognize	Understand	Appreciate	Realize
Study	Be aware	Learn	
Create	Synthesize	Be familiar with	
Identify	Respond	Enjoy	

Acceptable Verbs – These verbs are both observable and measurable:

Name verbally	Write	Match by…	Estimate
Measure	Read orally	Count verbally	
	Add/subtract	Multiply/divide	
Diagram by…	Restate	Make change	Put into own words
Paraphrase	Move	Open	Type
Alphabetize	Buy/purchase	Copy	Point to
Complete	Identify by…	Draw	
Sequence	Select switch	Print	

Examples highlighting Mastery Objective Component 2:

(The behavior in each of these examples is in boldface type.)

Mastery Objective: Given 6 word cards and 6 picture symbol cards from the Life Science Unit, **Amy will place each word card on top of the correct picture symbol card** with 100% accuracy on 2 consecutive days.

Mastery Objective: Given 4 textured picture symbol cards with words from the Life Science Unit and a plant, **Anna will place the picture symbol cards next to the plant part** with 1 gesture prompt, with 100% accuracy on 2 consecutive days.

Mastery Objective: Given picture symbol directions for 2 science investigations, **Jamal will read each step orally and complete each of the 3 steps** for the 2 science investigation with 80% accuracy.

Mastery Objective: Given the IntelliKeys®, and an overlay with the 3 steps of an adapted science investigation from the Life Science Unit, **Jeremy will read each step of the science investigation by touching the icon on the keyboard and then complete each step** with 1 partial physical and 2 gesture prompts with 83% accuracy.

Mastery Objective: Given bar graphs displaying data from a social studies unit, **Alice will answer 5 questions about the data by stating the correct answers** with 80% accuracy.

Mastery Objective: Given bar graphs displaying data from a social studies unit and 2 Big Mack© devices programmed with yes/no, **Yashmin will answer 3 questions about the data by pressing the correct Big Mack©** with 1 partial physical and 1 gesture prompt with 100% accuracy for 2 consecutive days.

Mastery Objective: Given 2 sets of mixed currency, **Rachel will count each set and select the amount needed to purchase an item in the school store** with 1 partial physical prompt at 100% accuracy for 2 consecutive days.

Mastery Objective: Given a minimum of 3 opportunities each week to purchase different items using a $5.00 bill, **Andrea will count her change and state if it is the correct amount** with 100% accuracy for 3 weeks.

<u>Mastery Objective Component 3</u>: State the level of prompt (i.e., gesture, verbal, model, or physical) the student requires to demonstrate the Mastery Objective.

A student who performs the skill **<u>independently</u>** under natural conditions or in response to a task direction (i.e., given the task direction "match the words to the pictures," the student matches each word to its picture correctly with no other assistance required) is **<u>not</u>** receiving prompts.
- The prompt hierarchy refers to the different levels of support the teacher can provide to assist a student who is learning a task.
- Prompts can be gestural, verbal, a model, partial physical, and/or physical assistance provided before, during, or after a student's behavior.
- The intent of a prompt is to increase the likelihood the behavior will be performed, thereby providing the opportunity for the behavior to be reinforced and occur in the future.
- The specific prompt **<u>must</u>** be stated in the Mastery Objective.
- Nonspecific prompts such as "with assistance" or "with/without prompts" **<u>must not</u>** be used.
- Figure 5-3, on the following page, provides definitions of the Prompt Types.

Figure 5-3: Definitions of Prompt Types
Gesture prompt – This level of prompt requires the teacher to move his/her finger, hand, arm, or make a facial expression that communicates to the student specific information (e.g., teacher taps scanner switch button).
Verbal prompt – This level of prompt requires the teacher to give a specific verbal direction in addition to the task direction. Given a task direction, the student is unable to perform correctly until another, more specific, verbal prompt is provided (e.g., After the teacher gives the task direction and a latency period, the teacher then says, "Push the button to turn on the scanner").
Model prompt – This level of prompt requires the teacher to demonstrate the correct response for the student, and the student imitates the teacher's model (e.g., The teacher demonstrates how to push the switch and then asks the student to repeat).
Partial Physical Prompt – This level of prompt requires the teacher to touch the student to elicit a response (e.g., Teacher touches the student's hand closest to the scanner switch button).
Full Physical Prompt – This level of prompt requires the teacher to place his/her hand over the student's hand and move it toward the response (e.g., Teacher places hand over student's hand and places it on the scanner switch button)**.** **NOTE: An artifact documenting that the "full physical" prompt level was provided will not be scored "Mastered" unless documentation is included with the artifact that clearly demonstrates that consistent instruction to reduce the need for full physical prompts, including assistive technologies, have been fully explored and implemented consistently during the test window.**

Examples highlighting Mastery Objective Component 3:

(The level of prompt is in boldface type. No text is bolded in examples for which no prompting is stated in the Mastery Objective.)

Mastery Objective: Given 6 word cards and 6 picture symbol cards from the Life Science Unit, Amy will place each word card on top of the correct picture symbol card with 100% accuracy on 2 consecutive days.

Mastery Objective: Given 4 textured picture symbol cards with words from the Life Science Unit and a plant, Anna will place the picture symbol cards next to the plant part **with 1 gesture prompt**, with 100% accuracy on 2 consecutive days.

Mastery Objective: Given picture symbol directions for 2 science investigations, Jamal will read each step orally and complete each of the 3 steps for the 2 science investigation with 80% accuracy.

Mastery Objective: Given the IntelliKeys®, and an overlay with the 3 steps of an adapted science investigation from the Life Science Unit, Jeremy will read each step of the science investigation by touching the icon on the keyboard and then complete each step **with 1 partial physical and 2 gesture prompts** with 83% accuracy.

Mastery Objective: Given bar graphs displaying data from a social studies unit, Alice will answer 5 questions about the data by stating the correct answers with 80% accuracy.

Mastery Objective: Given bar graphs displaying data from a social studies unit and 2 Big Mack© devices programmed with yes/no, Yashmin will answer 3 questions about the data by pressing the correct Big Mack© **with 1 partial physical and 1 gesture prompt** with 100% accuracy for 2 consecutive days.

Mastery Objective: Given 2 sets of mixed currency, the student will count each set and select the amount needed to purchase an item in the school store with **1 partial physical prompt** at 100% accuracy for 2 consecutive days.

Mastery Objective: Given a minimum of 3 opportunities each week to purchase different items using a $5.00 bill, Andrea will count her change and state if it is the correct amount with 100% accuracy for 3 weeks.

Mastery Objective Component 4: **State the criterion for an acceptable performance of the Mastery Objectives. Criterion may reflect latency, accuracy, independence, frequency over time; and/or duration. Assure that the criterion provides the opportunity for the student to demonstrate 80%–100% attainment (e.g., 2/3 or 3/4 does not provide for 80% attainment of Mastery Objectives).**

Examples highlighting Mastery Objective Component 4:

(The criterion is in boldface type.)

Mastery Objective: Given 6 word cards and 6 picture symbol cards from the Life Science Unit, Amy will place each word card on top of the correct picture symbol card **with 100% accuracy on 2 consecutive days.**

Mastery Objective: Given 4 textured picture symbol cards with words from the Life Science Unit and a plant, Anna will place the picture symbol cards next to the plant part with 1 gesture prompt, **with 100% accuracy on 2 consecutive days.**

Mastery Objective: Given picture symbol directions for 2 science investigations, Jamal will read each step orally and complete each of the 3 steps **for the 2 science investigations with 80% accuracy.**

Mastery Objective: Given the IntelliKeys®, and an overlay with the 3 steps of an adapted science investigation from the Life Science Unit, Jeremy will read each step of the science investigation by touching the icon on the keyboard and then complete each step with 1 partial physical and 2 gesture prompts **with 83% accuracy.**

Mastery Objective: Given bar graphs displaying data from a social studies unit, Alice will answer 5 questions about the data by stating the correct answers with **80% accuracy.**

Mastery Objective: Given bar graphs displaying data from a social studies unit and 2 Big Mack© devices programmed with yes/no, Yashmin will answer 3 questions about the data by pressing the correct Big Mack© with 1 partial physical and 1 gesture prompt **with 100% accuracy for 2 consecutive days.**

Mastery Objective: Given 2 sets of mixed currency, the student will count each set and select the amount needed to purchase an item in the school store with 1 partial physical prompt **with 100% accuracy for 2 consecutive days.**

Mastery Objective: Given a minimum of 3 opportunities each week to purchase different items using a $5.00 bill, Andrea will count her change and state if it is the correct amount **with 100% accuracy for 3 weeks.**

PRINCIPAL REVIEWS TEST DOCUMENTS (BY OCTOBER 14, 2005)

After the reading and mathematics Mastery Objectives have been recorded on the ALT-MSA Reading and Mathematics Test Documents (using the forms on **ALT-MSA Online** represented in Part 4 of the *ALT-MSA 2006 Handbook*), the principal or designee will review the reading and mathematics Mastery Objectives recorded on the Test Documents for completion and alignment with the selected Content Standard objectives. The principal or designee then signs and dates the Test Documents and returns them to the TET for submission for technical review. See Part 6 of this *ALT-MSA 2006 Handbook* for details on procedures for review of Mastery Objectives.

Although the principal may elect to assign a designee to review and sign the Test Documents, the principal is accountable for ensuring that ALT-MSA timelines and procedures are followed.

PARENTS/GUARDIANS REVIEW ALT-MSA MASTERY OBJECTIVES

The ALT-MSA Reading and Mathematics Mastery Objectives are shared with the student's parents/guardians so that they may:

- be informed about their child's reading and mathematics instruction and assessment program,

- provide suggestions,

- ask questions, and

- consider how they could reinforce these skills at home and in the community.

Parents/guardians are **not** asked to **approve** the Mastery Objectives.

- If parents/guardians indicate that their child has already mastered an objective, the TET must review the use of this Mastery Objective for ALT-MSA.

- Parents/guardians are requested to sign the cover sheet and return it to the school.

- Parents/guardian should keep the copy of the reading and mathematics Mastery Objectives for their use at home.

TETs must document their attempts to contact students' parents/guardians on the form located in Part 4.

- Attempts to involve the parent/guardian will be noted at scoring and reported to the district and school.

TEST DOCUMENTS ARE SUBMITTED FOR TECHNICAL REVIEW (OCTOBER 15, 2005)

The intent of the Mastery Objective review is to ensure
- Mastery Objectives are written so they can be scored reliably by the test contractor, and
- Mastery Objectives are aligned with the Maryland Reading and Mathematics Content Standards objectives selected by the Test Examiners.

This review ensures the student's artifacts will be scored in relation to the student's attainment of reading and mathematics skills, instead of the technical adequacy of the Mastery Objectives written by TEs.

The review will NOT critique whether a Mastery Objective is an appropriate goal for instruction for the student. **Therefore, it is important that the TET initiates instruction toward attainment of the mastery goals early in the test window, as appropriate for individual students, and begins data and artifact collection.**

Mastery Objectives will be reviewed to ensure that each aligns with Maryland Reading and Mathematics indicators and objectives and contains the following components:

- states the conditions under which the Mastery Objective will be assessed,
- states an observable, measurable student response,
- indicates the level of prompt (if provided), and
- indicates a criterion at or exceeding 80% mastery.

TIMELINE FOR MASTERY OBJECTIVE REVIEW

The specific procedures for each step listed below are described in detail in part 6 of the *ALT-MSA 2006 Handbook*.

September 1 – September 30, 2005	**ALT-MSA Online** will be available for TETs to begin drafting Mastery Objectives.
October 3 – October 13, 2005	Principal reviews Mastery Objectives.
October 14, 2005	All Principal-reviewed submitted files will be exported to Test Contractor for review.
October 24 – November 4, 2005	Test Contractor reviews all submitted Mastery Objectives.
November 15, 2005	Test Contractor posts results of Mastery Objective Review to ALT-MSA Online for retrieval and editing by TETs.

During scoring, this feedback will guide the review of the submitted Mastery Objectives and artifacts. **Mastery Objectives which were identified as needing revision to be scorable will be reviewed in the scoring process and will be scored "not mastered" if noted revisions were not made.**

NOTE: It is critical that STCs retain copies of Test Documents for TETs' use while the Mastery Objectives are being reviewed.

ALT-MSA 2006 Handbook Part 6:
Using ALT-MSA Online to Enter, Review, Submit, Revise, and Print Mastery Objectives

ACCESSING THE SYSTEM

ALT-MSA will be accessed via the Internet at www.alt-msa.com. Mastery Objectives will be entered, reviewed, submitted, revised, and printed by TETs and placed in each student portfolio. Access to ALT-MSA Online begins June 6, 2005. One Administrator account will be set up for each school that participated in ALT-MSA during the 2004−2005 Test Edition. Administrators will have the ability to create accounts for TETs that will require access (see ALT-MSA Online Teacher's Guide on following pages).

MASTERY OBJECTIVE ENTRY

Starting September 1, 2005 TETs will be required to enter 10 Mastery Objectives for Reading and 10 Mastery Objectives for Mathematics for each student. There are two states that the Mastery Objective can be in during the entry process:

- Draft: The Mastery Objective has been entered and saved online by the TET. It is not ready to be reviewed by an administrator and can be edited or deleted at any time.

- Ready for Principal Review: The Mastery Objective has been finalized by the TET and is ready for review by the appropriate school/LEA administrator. Prior to the administrator reviewing the Mastery Objective, the TET may edit the text of the Mastery Objective, but the mastery objective itself cannot be deleted and its classification may not be changed.

PRINCIPAL REVIEW

When the TET finishes writing all 20 Mastery Objectives for the student the principal (or principal's designee) will review them. The principal will respond in one of two ways:

- Reviewed by Principal-Revisions Needed: A Mastery Objective is in this state if, after being finalized and reviewed by an administrator, the administrator has not approved the Mastery Objective. A TET must make edits to a Mastery Objective in this state, and re-finalize it to be reviewed once again.

- Reviewed by Principal-Submitted: The administrator has approved the Mastery Objective. It is now locked for editing, pending final review by the test contractor.

MASTERY OBJECTIVE FEEDBACK

The Mastery Objective entry and Principal review process must be complete by October 14, 2005. TETs will receive feedback regarding the status of their Mastery Objectives on November 15, 2005. The feedback will indicate whether each Mastery Objective requires revisions.

- Meets ALT-MSA Requirements: The Mastery Objective has met final approval and may be used for ALT-MSA testing. It remains in read only format.

- Does Not Meet ALT-MSA Requirements-Edits Required: The Mastery Objective has not met final approval and must be edited by the TET prior to beginning document collection.

Note: If for some reason ALT-MSA Online cannot be used, a TET member should contact Pearson Educational Measurement at **(800) 627-7990 X821** to retrieve further instruction.

ALT-MSA Online
Teacher's Guide

Table of Contents

GENERAL INFORMATION

OVERVIEW

ALT-MSA Online is the Internet application where teachers enter and save ALT-MSA Mastery Objectives, print test documents, and review edits from both principals and Pearson on their Mastery Objectives.

ACCESSING ALT-MSA ONLINE

Your administrator will assign you a username and password. (Make sure you keep them confidential since they help to protect student privacy and your own.) Verify the system requirements, log in with your username and password at **www.alt-msa.com**, and you'll be ready to begin.

Take time to explore the website and familiarize yourself with its content. The step-by-step instructions in this guide will help you locate resources and manage information.

TECHNICAL SUPPORT

If you have any questions, concerns, or suggestions regarding ALT-MSA Online, please contact Technical Support at 800-627-7990, x.821, via email, or through the online chat available on the website. You can also access the Contact Us link available at the foot of each page of the website.

Email:	**SSTechSupport@Pearson.com**

When contacting Technical Support, please be as specific as possible when asking a question or providing feedback. Always provide a return email address or another convenient way to reach you.

SYSTEM REQUIREMENTS

ALT-MSA Online is delivered via the Internet and can be accessed from any Internet connection, as long as the minimum system requirements are met. It is critical that the computer/browser combinations accessing ALT-MSA Online is found on the list of supported configurations below. If it is not listed here you, or your computer technician, will need to download the correct configuration. All browser downloads are free.

Optimal Configurations

Personal Computer (PC)	Macintosh
Windows 98 or higher Internet Explorer 6.0 *Adobe Acrobat Reader 5.0	Mac OS 8.1 or higher Netscape 7.1 *Adobe Acrobat Reader 5.0

System Requirements, Continued

Other Supported Configurations

Personal Computer (PC)	Macintosh
Windows 95 or higher • Internet Explorer 5.5 or higher • Netscape 6.2 • Mozilla Firefox *Adobe Acrobat Reader 5.0	Mac OS 8.1 or higher • Safari • Netscape 6.2 or higher *Adobe Acrobat Reader 5.0

*Adobe Acrobat Reader is required to download certain documents and reports.

Internet Browsers

Confirm Your Internet Browser Version

For Internet Explorer:
1. Launch Internet Explorer.
2. Click the **Help** menu on the gray bar at the top of the browser window.
3. Select *About Internet Explorer*.
4. The version number should be listed. Please verify your browser meets the system requirements detailed above. If not, please see "Update Your Internet Browser" below.

For Netscape Navigator:
1. Launch Netscape Navigator.
2. Click the **Help** menu on the gray bar at the top of the browser window.
3. Select *About Netscape.*
4. The version number should be listed. Please verify your browser meets the system requirements detailed above. If not, please see "Update Your Internet Browser" below.

Update Your Internet Browser

To download a new Internet Browser:
For Internet Explorer (PC)
1. Launch Internet Explorer.
2. In the address bar, type the following: http://www.microsoft.com/windows/ie/default.asp and click Go.
3. Click the Download Now link.
4. Follow onscreen instructions to update your Internet browser.

For Netscape (PC and Mac OS X)
1. Launch Netscape Navigator.
2. In the address bar, type the following: http://wp.netscape.com/computing/download/
3. Hit the Enter key on your keyboard.
4. Click the Download button.
5. Follow onscreen instructions to update your Internet browser.

For Netscape (Mac OS 9.x)
1. Launch Netscape Navigator.
2. In the address bar, type the following:
   http://wp.netscape.com/download/archive/client_archive70x.html
3. Hit the Enter key on your keyboard.
4. Click the Download button for Netscape 7.0.2.
5. Follow onscreen instructions to update your Internet browser.

Screen Resolution

If you find yourself using the scroll bars to scroll the website side to side and up and down so that you can see all of the ALT-MSA Online website, change the screen resolution to fit more information on the screen. ALT-MSA Online is designed for 800x600 pixels. Most (99%) of computers produced after 1995 support this resolution.

To change the screen resolution on a PC:
1. Place the mouse cursor in a blank area in the middle of your desktop.
   Note: Make sure your mouse cursor is not pointing to any applications/icons.
2. Right-click the mouse button.
3. Select Properties from the drop-down menu.
4. Click the Settings tab.
5. Locate the Screen Area section.
6. Move the sliding triangle to set the screen area at "800 by 600 pixels."
7. Click OK.
8. Click Yes to accept the change(s).
9. Restart your computer (if necessary).

To change the screen resolution on a Mac:
1. Click the Apple Menu.
2. Highlight the Control Panels menu, and select Monitors.
3. Locate the Resolution Area section and highlight 800X600.
4. Close the window.

HOW TO NAVIGATE ALT-MSA ONLINE

LOGGING IN AND OUT

After going to **www.alt-msa.com**, you will need to login in order to access student information and the other features available through ALT-MSA Online.

Logging In

How to log in to ALT-MSA Online:

1. Launch your Internet browser (for example, Microsoft Internet Explorer or Netscape Navigator).
2. Enter **www.alt-msa.com** into the browser's address field. Press the Enter key on your keyboard.
3. When the ALT-MSA Online page appears, look for the yellow Login box.
4. Type your username and password in the text fields and click Login.

🔴 *NOTE: After you have entered your assigned username and password for the first time, you may wish change your password. The Change Password function, found in the Manage Students section of ALT-MSA Online, allows you to choose a personalized password. However, you may not change your username. See the* **Manage Students** *section in this guide for step-by-step instructions.*

Lost Password

If you lose or forget your password:

• If you have registered a valid email address on ALT-MSA Online, click on the **Forgot Your Password** link below the username and password fields. Enter your username and click **Get Password** on the screen that appears. A new password will be emailed to you.

• If you do not have access to email or have not registered an email address on ALT-MSA Online, you can still retrieve a new password. Either (a) ask an administrator to reset or change your password directly, or (b) use the **Forgot your Password** link and an email with your new password will be sent to your administrator's registered email address.

Log Out

A Logout link appears in the upper right-hand corner of ALT-MSA Online. For security reasons, it is recommended that you always log out of ALT-MSA Online whenever you aren't actively using the site. If you remain logged in to ALT-MSA Online for 30 minutes without activity, it will automatically log you out.

WEBSITE NAVIGATION

Home Page

Each time you log in to ALT-MSA Online, you will arrive at your Home Page, where you can navigate to any of the five sections of the website by clicking on the tabs that appear across the top of the screen. To reach your Home Page from anywhere on the site, click the Home tab. Your Home Page also includes updates on your progress in entering Mastery Objectives, as well as other timely information regarding ALT-MSA Online. For additional information on how to use these features, see the Home Page section, beginning on page 7.

Main Navigation Tabs

ALT-MSA Online's features are organized into five sections: **Home, Mastery Objectives, Student Reports, Resources,** and **Manage Students**. You can navigate to any section by clicking on the corresponding tab.

The tab you click will then appear in white. This indicates that you are now in that section and can access those features.

Student and Class Navigation

In addition to the navigation across the top of the website, there is class and student navigation on the left side of each ALT-MSA Online screen. After selecting a main navigation tab, click the name of the class or student you would like to work with from the left. The student's name will then be highlighted, indicating you are working on their Mastery Objectives.

Tips for Getting Started

After logging in to ALT-MSA Online for the first time, you must confirm that all of the students you are responsible for have been assigned to your account. Students assessed in grades 3–7 from the 2004–2005 Test Edition will automatically be uploaded into ALT-MSA Online. Students can be assigned to you two different ways:

1. An administrator assigns them to you. Students will automatically appear when you log in to ALT-MSA Online.

2. You assign them to yourself through the Manage Students section of ALT-MSA Online. When you log in, you will have no students. You will need to follow the steps of adding students to your section found on page 17 of this guide.

Confirm with your administrator prior to beginning which of these methods your school will be using.

Once you have confirmed that all of last year's students are reflected online, you then must enter any new students. If you need to enter new students in ALT-MSA Online, see the "Manage Students" section for step-by-step instructions on how to enter students.

Once students are entered online, you are now ready to begin utilizing the features found in the first four main sections of ALT-MSA Online. The following sections document each of the sections and the functionality that can be found there.

HOME PAGE

Click the **Home** tab to access the Home Page. The Teacher Home Page includes links to each section of the site, as well as:

- A countdown to October 14, 2005, the **due date** for Mastery Objective submission
- A **Class Status Report** that outlines your progress on completing the Mastery Objectives File and submitting it for principal review
- An **Alerts** area that will contain important or timely information from administrators or Pearson

CLASS STATUS REPORT

The Class Status Report, which appears on the Teacher Home Page:

- summarizes the **status** of Mathematics Mastery Objectives, Reading Mastery Objectives, and the overall Mastery Objective File (i.e., all 20 required Mastery Objectives);
- displays **icons** indicating that the Mastery Objectives are either locked or require editing;
- provides a link for **submitting** Mastery Objectives to the Principal for review.

There is a specific process for entering Mastery Objectives and then having them reviewed by a Principal. For each student, you must first enter 10 mastery objectives in **each** subject area (Reading and Mathematics), and then submit them for Principal review.

The Status Report is designed to document where in this process each student's file is, so that you can follow along and quickly ascertain the work that still must be completed.

Class Status Report

Student	Mathematics Status	Reading Status	Overall File Status
Taylor Michaels	☑	☑	Submitted to Principal for review
Sara Michaels	☑	4/10	Some entered
Matt Smith	☑➡	9/10	Some entered
Tom Archie	0/10	4/10	Some entered

The Status Report will track how many of the 10 required Mastery Objectives have been entered. Once 10 are entered for a subject area, icons will appear that indicate the status of those Mastery Objectives.

Key to the Status Report Icons:

Icon	Status	Definition
☑➡	Ready for Principal Review	10 Mastery Objectives have been entered for a subject area and are eligible to be submitted for Principal review.
☑	Submitted for Principal Review	The Mastery Objectives have been submitted for Principal review. (Note: A Principal will NOT begin reviewing Mastery Objectives until this status appears for **both** Reading and Mathematics).
🔒	Under Principal Review	The Mastery Objectives are currently under review by the Principal. They are locked and cannot be edited by the teacher.
✗	Principal Requires Revision	The Mastery Objectives have been reviewed by a principal and one or more of them requires revision.
✓🔒	Submitted (Principal)	The Mastery Objectives have been reviewed by a principal and submitted; no edits are required and the files are locked.

MASTERY OBJECTIVES

In the Mastery Objectives section you can:

- enter Mastery Objectives for Reading or Mathematics;
- save common Mastery Objectives to utilize similar text for other students;
- edit and delete previously entered Mastery Objectives;
- track the number of Mastery Objectives needed to complete each Content Standard; and
- submit completed work to the Principal for review.

ENTER MASTERY OBJECTIVES FOR READING AND MATHEMATICS

To enter a Mastery Objective:

1. Click the **Mastery Objectives** tab.
2. Click the student's name from the left margin.
3. You will be directed to the Mathematics page for that student. If you would like to enter Mastery Objectives in Reading, click the yellow Reading button from the top right of the screen.
4. The chart at the top of the page summarizes the required number of Mastery Objectives that must be entered for each Content Standard. As you progress in entering Mastery Objectives, this chart will summarize your progress in completing those requirements.

Content Standard	Number Required	Number Written
Knowledge of Algebra, Patterns, and Functions	2	2
Knowledge of Geometry	2	1
Knowledge of Measurement	2	0
Knowledge of Number Relationships and Computation/Arithmetic	2	1
Knowledge of Statistics	2	0
	Total	4

Note: If you do not select to enter Mastery Objectives for Phonemic Awareness or Phonics, you may select 2 additional Content Standards. This is specific to READING only.

5. Click **Add** next to the content standard in which you would like to enter a new Mastery Objective. You may need to scroll down to see the Add buttons.

▶ Knowledge of Geometry	Add

Note: ALT-MSA Online is designed to prevent you from erroneously entering Mastery Objectives under incorrect Content Standards, or from entering a combination of standards that does not adhere to ALT-MSA requirements. If you have already completed the required number of Mastery Objectives for a particular Content Standard, you will not have the option to add a new one in that Content Standard.

6. In the form that appears, select the **Instructional Level** for the student. The appropriate topics, indicators, and objectives, will then become available.

7. Select a **topic** from the drop down menu. (Note: If a topic cannot be clicked, this is because you have already entered your limit of Mastery Objectives for that topic. Select a different topic to comply with ALT-MSA requirements).

8. A list of indicators will appear. Select an **indicator**.

9. A list of objectives will appear. Select an **objective**.

Select a Mastery Objective from My Mastery Objectives

Step 1: Select an Instructional Level

Grade 4

Step 2: Select a Topic

Expressions, Equations, and Inequalities

Step 3: Select an Indicator

☉ Identify, write, solve, and apply equations and inequalities

○ Write and identify expressions

Step 4: Select an objective

☉ Represent relationships using relational symbols (>, <, =) and operational symbols (+,-,?,?) on either side

○ Find the unknown in an equation with one operation

10. Four text boxes will appear in which to write the text of the Mastery Objective. Enter the text according to the description of each field.

11. Click **Save**.

MY MASTERY OBJECTIVES

Any Mastery Objective can be saved in **My Mastery Objectives,** which designates that Mastery Objectives for re-use with other students. Any Mastery Objective saved here can be inserted into another student's file and edited for that student.

To save a Mastery Objective in My Mastery Objectives:

1. Click the **Mastery Objectives** tab.
2. Follow the steps outlined on the previous page for entering a Mastery Objective.
3. Click the box next to **Add to My Mastery Objectives**.

```
at/for:
80% accuracy 80% of the time

(Criterion for Acceptable Performance: % correct or accurate;
behavior; or % correct or accurate and frequency of demonstr...

☑ Add to My Mastery Objectives

          Save Mastery Objective
```

4. You will be prompted to enter a short name for the Mastery Objective. This allows you to quickly identify the Mastery Objective in the future from a much larger list. Enter this information and click **Save**.

To use a saved Mastery Objective for another student:

1. Click the **Mastery Objectives** tab.
2. Click a student's name from the left margin.
3. Click the Reading or Mathematics button.
4. Click **Add** next to the appropriate Content Standard to begin entering a new Mastery Objective.
5. From the top of the screen, click **Select a Mastery Objective from My Mastery Objectives.**
6. A list of all of the Mastery Objectives for that Content Standard will appear. Click **Insert** next to the Mastery Objective you wish to use. Click the red arrow to view the full content of the Mastery Objective.
7. The Mastery Objective will appear in the text fields. Edit the Mastery Objective as needed for the individual student and click **Save**.

> **Note:** The functionality of My Mastery Objectives is intended to reduce the amount of time spent retyping similar mastery objectives. Mastery Objectives should still be individualized for each student.

EDIT OR DELETE MASTERY OBJECTIVES

Depending on the status of the Mastery Objective File, individual Mastery Objective can be edited or deleted.

To Edit a Mastery Objective:

1. Click the **Mastery Objectives** tab.
2. Click student's name from the left margin.
3. Click Reading or Mathematics.
4. Click the red arrow next to the appropriate content standard.
5. Click the **Edit** button at the bottom of the Mastery Objective you wish to edit.
6. Edit the Mastery Objective.
7. Click **Save**.

To Delete a Mastery Objective:

1. Click the **Mastery Objectives** tab.
2. Click student's name from the left margin.
3. Click Reading or Mathematics.
4. Click the red arrow next to the appropriate content standard.
5. Click the **Delete** button at the bottom of the Mastery Objective you wish to delete (note: if an administrator is reviewing the Mastery Objectives, you will NOT have the option to delete).
6. Click **Delete**.

SUBMIT COMPLETED MASTERY OBJECTIVES TO PRINCIPAL

When 10 Mastery Objectives have been entered for a particular Subject Area, those Mastery Objectives must be submitted for Principal review.

To Submit Mastery Objectives for Principal Review:

1. Click the Mastery Objectives tab.
2. Click the Reading or Mathematics button.
3. If you have completed 10 Mastery Objectives in the appropriate Content Standards, a message will appear at the top of the page that says:

Mastery Objectives Ready for Sumbission to Principal

Ten Reading Mastery Objectives have been entered for Lee Anderson. In order for your Principal to review these Mastery Objectives, you must click the the icon below. If you need to continue editing, click the ▶ next to the Content Standard you wish to edit.

4. Click the icon to submit the Mastery Objectives for review.

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Submitting Mastery Objectives, cont'd

(Note: Mastery Objectives can also be submitted for review from the **Class Status Report**. Click the ⬚ icon and follow the onscreen instructions.)

> **Note**: If Mastery Objectives are submitted for one subject area but not the other, the principal will not yet review to those files. However, as soon as the other subject area is submitted, all 20 Mastery Objectives will be available for the Principal to review.

STUDENT REPORTS

NOTE: This section will not be used until after Mastery Objectives have been reviewed by Pearson (November 2005).

The Student Reports section will include a printable test document for each student. These will be made available after Pearson's review.

RESOURCE CENTER

In the Resource Center, you can:

- download the ALT-MSA Handbook
- download the ALT-MSA Teacher's Guide
- link to the Schoolhouse Site
- link to the MSDE website

Click the appropriate link to view the information. You must have Adobe Acrobat Reader on your computer to download the documents.

MANAGE STUDENTS

In the Manage Students section, you can:

- update your personal information
- change your password.
- manage your sections
- enter and edit students and their demographic information.

After clicking the Manage Students tab, a sub-navigation bar will appear that can be used to access each of the features. Click the sub-section name to use that feature.

Home	Mastery Objectives	Student Reports	Resource Center	Manage Students

Edit Profile　　Change Password　　Manage Sections　　Manage Students

Edit Profile

To update your contact information:
1. Click the **Manage Students** tab.
2. Click **Edit Profile**.
3. Make the appropriate changes in the form.
4. Click **Update**.

Change Password

To change your password:
1. Click the **Manage Students** tab.
2. Click **Change Password**.
3. Fill in the fields as requested.
4. Click **Update**.

Manage Sections

A section is a group of students that you access through ALT-MSA Online. You may create multiple sections for the students you are responsible for (for example, Grade 2 Math,; Reading, 4th Grade, etc.), or one section that includes all of the students that you must access ALT-MSA Online information.

To create a new section:
1. Click the Manage Information tab.
2. Click **Create Section**.
3. Enter the name of the subject (for example, "5th Grade Reading").
4. Click **Create**.

Manage Students

In the Manage Students section, you can:

- create new students on ALT-MSA Online
- add an existing student to your section on ALT-MSA Online (establish shared access with others)
- edit or delete student information

To create a new student:

<div style="border:1px solid black; background-color:#cceeff;">

Important Information on Shared Access to Students

If you share responsibility with others for entering Mastery Objectives online, it is important that you first confirm if the student has already been created online by list reviewing the list of students in the "Add Existing Students" section of the Manage Students page. All of the students that have been created online for your school will be available here for you to add to your ALT-MSA Online account (see add existing students, below). This will give you shared access to that student's ALT-MSA Online information.

</div>

1. Click the **Manage Students** tab.
2. Click **Manage Students**.
3. Click the + sign next to Create a New Student.
4. Enter the student information.
5. Click **Next**. The student's record will be created and will appear in the student list below. Continue entering students as needed.

To add an existing student to your section:

1. Click the **Manage Students** tab.
2. Click **Manage Students**.
3. Under the heading "Add an Existing Student," locate a student's name and click **Next**. (Note: the designation "Unassigned" means that the student does not have one primary owner and is available to all teachers within a school to access.)
4. The student will be added to your Section.

⊟ **Add Existing Student**

```
Joe Smith (Unassigned )
Bob Smith (Unassigned )
Matt Smith (Unassigned )
Tom Archie (Unassigned )
Bob boo (Unassigned )
```

Next

To edit a student:

1. Click the **Manage Students** tab.
2. Click **Manage Students**.
3. Click the students' name from the list under Students in this Section (scroll down).
4. Edit the information as necessary and click **Update**.

To remove a student from a section:

1. Click the **Manage Students** tab.
2. Click **Manage Students**.
3. From the list at the bottom of the page, click the check box next to the students' names you wish to delete.
4. Click **Remove**.

ALT-MSA 2006 HANDBOOK PART 7:
INSTRUCTION AND SELECTION OF ARTIFACTS THAT DEMONSTRATE ATTAINMENT OF MASTERY OBJECTIVES

Part 7 of the ALT-MSA 2006 Handbook describes the processes that the TET uses in Step 3 to instruct students, assess the attainment of Mastery Objectives, and select artifacts representative of student achievement (summarized in Figure 7-1).

Figure 7-1

Step 3 September 2005 through March 15, 2006	
Activities	**Handbook References**
• **TET instructs and assesses Mastery Objectives, selects artifacts, and compiles portfolio.**	**Parts 4, 7, and 8**

CONDUCT INSTRUCTION FOR MASTERY OBJECTIVE ATTAINMENT

(September 1, 2005 – MARCH 15, 2006)

Instruction on the Mastery Objectives should begin as soon as they have been completed and reviewed by the principal or designee.

- The development of the ALT-MSA portfolio should be conducted within the context of the ongoing daily instructional program.

- TEs are neither expected nor encouraged to work on any component of the ALT-MSA Portfolio development process outside the school or after regular working hours.

- The ALT-MSA Portfolio can only be constructed within the context of daily instruction with the student and in collaboration with the TET.

The TET shares the development and modification of grade-level and age appropriate materials, data collection sheets, and instructional strategies.

- Grade-level content standards are the starting point for teachers as they begin to plan instruction with student achievement of standards in mind.
- Instruction must align with grade-level curriculum content, grade- and age-appropriate instructional activities, and grade- and age-appropriate instructional materials.
- Modifying or reducing the complexity of objectives, learning activities, materials, and increasing the time to learn will foster the student's access to grade-level content standards.

Plan how each objective will be taught and assessed, and the type of artifact that would best reflect evidence of mastery.

- General education teacher team members can contribute ideas about how they teach and assess similar objectives with same age and grade-level peers.
- General education teachers can provide a curricular and grade-level context for teaching and assessing Mastery Objectives.
- Using a specific curricular context helps TEs teach the Mastery Objectives and select the type of artifacts that could be submitted as evidence of mastery.
- TEs who teach in a special school or center could collaborate with reading and mathematics instructional specialists in the central office and with general education colleagues in comprehensive schools.

MONITOR PROGRESS AND REVISE MATERIALS AND STRATEGIES AS NEEDED

As instruction continues and data are collected for the ALT-MSA, these data should be used to monitor student progress and revise materials and instructional strategies to assist the student in learning the skills for the ALT-MSA as well as other instructional objectives.

Instructional practices that may foster learning for students who are participating in the ALT-MSA include:

- providing assistive technologies to ensure the student has access to the curriculum materials that same grade and age peers have.
- learning and interacting with peers who may be participating in similar activities.
- involving the student in the development of the ALT-MSA, where appropriate, including making choices and solving problems.
- fostering student learning and independence by allowing the student to manipulate the instructional materials and be "in charge" of the Mastery Objective demonstration, providing adequate "wait time" for student to respond, and decreasing unnecessary teacher intervention during the Mastery Objective demonstration.
- fostering student independence by using the least intrusive prompts and support necessary and using supports that are typically available in the environment or setting where instruction occurs.
- linking reading and mathematics instruction to other taught or targeted outcome areas will more likely result in student mastery of the reading and mathematics objectives. Other content areas, such as science, social studies, art, music, health, and physical education, provide students and teachers the real-life, authentic context that will promote learning of reading and mathematics.

ASSESSMENT AND SELECTION OF ARTIFACTS FOR ALT-MSA PORTFOLIO

Artifacts are the evidence that the student has attained or displays the status of attainment of the reading and mathematics Mastery Objectives.

- Artifacts are collected throughout the test window and placed in the Portfolio in Sections 3 and 4.
- The types of artifacts that may be submitted, the required components of each type of artifact, and how artifacts are scored are described below.
- The student's reading and mathematics Mastery Objectives and artifacts must be aligned with grade-level curriculum content, grade- and age-level instructional activities, and grade- and age-appropriate materials.
- Although the content, activities, and materials may be modified these must be consistent with and reflect the Content Standards at the student's grade-level.

ACCEPTABLE as Artifacts for Evidence of Mastery

For each Mastery Objective, evidence that indicates the student has mastered the objectives must be included in the portfolio. It is important to select the type of artifact that best displays evidence that student is demonstrating the skill in the Mastery Objective.

There are 4 types of artifacts or evidence that may be submitted:
- videotape **(at least two videotaped artifacts, one in reading and one in mathematics are required for each ALT-MSA portfolio.)**
- audiotape
- student work (Original)
- data collection chart (Original)

UNACCEPTABLE as Artifacts

Artifacts that **cannot** be submitted as evidence of mastery are listed below. Artifacts will be scored as "Not Mastered" for the objective if these types of artifacts are all that is submitted for a Mastery Objective.

- checklists
- photographs of the student performing the objective
- narrative description of the student demonstrating the Mastery Objective
- any artifact that does not contain all the required Mastery Objective components (Part 5) or required artifact component (Part 7, listed below) as described in this *ALT-MSA 2006 Handbook*

ARTIFACT REQUIREMENTS

REQUIRED ARTIFACT ELEMENTS

The following MUST be recorded or evident on each artifact. Artifacts <u>cannot</u> be scored "mastered" if they are missing any of the required information.

(1) student's name,
(2) date instruction started toward Mastery Objective,
(2) date artifact was constructed including month, day, and year,
(3) Mastery Objective being assessed,
(4) % achievement of assessed Mastery Objective-the accuracy score,
(5) level of prompt used,
(6) key to interpret TE notations,
(7) page number that corresponds to the Table of Contents,
(8) the observable and measurable student response, and
(9) alignment and connection to grade-level curriculum materials.

REQUIRED VIDEOTAPING

Two artifacts must be videotaped, one in reading and one in mathematics. The TET determines which Mastery Objectives will be videotaped. Specific requirements for the contents of the videotaped artifacts are provided on page 7-5 of this *ALT-MSA 2006 Handbook*.

REQUIRED DOCUMENTATION OF APPROPRIATE PROMPT LEVEL

To be considered "Mastered" the prompt level on the artifact must not exceed the prompt level indicated in the Mastery Objective.

NOTE: An objective that requires a "full physical" prompt <u>cannot</u> be scored "Mastered" <u>unless</u> documentation clearly demonstrates that consistent instruction to reduce the need for full physical prompts, including use of assistive technologies, has been explored and implemented during the test window. TETs are encouraged to explore the full range of assistive technologies to support student learning and demonstration of skills. A data collection form that may be used for this purpose is on 4–16.

At the end of the testing window (March 15, 2006), each student's portfolio **must** be complete and submitted to the STC.

SPECIFIC VIDEOTAPED-ARTIFACT REQUIREMENTS

Videotape is a required artifact for ALT-MSA. Each student must be videotaped demonstrating mastery of at least two objectives, **one from a reading Content Standard** and **one from a mathematics Content Standard**. The TET will select the objectives that will be videotaped. The videotape is the artifact for these two objectives. Other Mastery Objectives may also be videotaped and submitted as evidence of mastery.

REQUIRED COMPONENTS ON VIDEOTAPE

The following must be included on the videotape:
- **Before** the student demonstrates the Mastery Objective he or she must:
  - (1) introduce him/herself, if possible,
  - (2) state the date- month, day, and year,
  - (3) state the date instruction on the Mastery Objective was started,
  - (4) state the objective being assessed, and
  - (5) grade-level alignment and connection to curriculum and materials.
- **After** the student demonstrates the Mastery Objective:
  - (6) state the level of prompt used, and
  - (7) state the accuracy score of the student's demonstration of the Mastery Objective. **NOTE: Generic statements by the TE such as "*Good job*" are NOT an accuracy score.**

GENERAL VIDEOTAPE REQUIREMENTS

Tape the student's demonstration of the Mastery Objective exactly as the Mastery Objective is written.

- If the Mastery Objective states that the student will demonstrate the skill a specific number of times or that a specific number of items will be presented, the specified number of times and items must be evident in the videotape.
- The student's face and hands and the materials being used must be evident on the videotape.
- Both the audio and visual components of the videotape must be present.
- The videotape will be scored by rating the student as "mastered" or "not mastered" based on their demonstration of the skill in relation to the Mastery Objective.
- Videotaped demonstrations of Mastery Objectives may be no longer than 5 minutes for each objective. If the student response is not observed by the scorer within 5 minutes, the artifact will be scored "not mastered." Only the student demonstration of the Mastery Objective should be included on the videotape; not an entire activity or lesson.

REQUIREMENT OF ONE STUDENT PER TAPE

Only one student may be assessed at a time and recorded on the videotape.
- Videotapes with more than one student being assessed will not be scored and the students will receive a "not mastered" for that Mastery Objective.
- If students' videotapes are placed in the incorrect portfolios, the correct portfolios will not be located.

OTHER VIDEOTAPING REMINDERS

Remember to:
- check the accuracy of the time and date on the camera. An incorrect date or time may render the videotape non scorable.
- check to see that the student's response is evident. Scorers need to observe the student's face and hands and hear or see the student's response to determine mastery of the objective.
- check to see that both audio and visual of the student are present on the videotape.

INFORMING PARENTS/GUARDIANS ABOUT VIDEOTAPING

Parents/guardians should be informed that

- videotapes are required for the ALT-MSA,
- only scorers who have signed Non-Disclosure Agreements will view the videotapes, and
- the videotapes are secured and destroyed after scoring.

Parents are not "asked for permission" to videotape their student for the ALT-MSA. However, if a parent/guardian states in writing that they will not allow their child to be videotaped, the following procedures must be followed for the mandated videotaped artifacts:

1. Three professional staff must observe the student demonstrate the selected reading and mathematics Mastery Objectives. One observer may be the student's primary teacher, another observer may be a member of the professional instructional team who is providing direct service to the student, or another teacher, and the third observer must be a district representative who is not working in the student's school.

2. Each observer will record a detailed observation of the entire student performance of the target Mastery Objectives. All observers must review their written observations for accuracy and completeness to be certain that all observed components of the written Mastery Objective are included in their observation. Observers will print and sign their names at the end of the recorded observation. The student's name, grade, school, and Mastery Objective must be included at the beginning of the observation.

SPECIFIC AUDIOTAPED-ARTIFACT REQUIREMENTS

The TET may choose to submit certain artifacts on audiotape. (Note: Audiotape is NOT an alternative to videotape). The audiotape will be scored by rating the student as "mastered" or "not mastered" based on their demonstration of the skill in relation to the Mastery Objective. If the target student behavior is not observed within 5 minutes, the Mastery Objective will be scored "not mastered." The TE must review the audiotape to determine that the student's response is audible.

REQUIRED COMPONENTS ON AUDIOTAPE

The following must be included on the audiotape:

- **Before** the student demonstrates the Mastery Objective:
  - (1) the student must introduce him/herself, if possible,
  - (2) state the date- month, day, and year,
  - (3) state the date instruction on the Mastery Objective was started,
  - (4) state the objective being assessed, and
  - (5) state the grade-level alignment to curriculum and materials.
- **After** the student demonstrates the Mastery Objective:
  - (6) state the level of prompt used, and
  - (7) state the accuracy score of the student's demonstration of the Mastery Objective.
    NOTE: Generic statements by the TE such as "*Good job*" are NOT an accuracy score.

Audiotape the student's demonstration of the Mastery Objective exactly as the Mastery Objective is written. If the Mastery Objective states the student will demonstrate the skill a specific number of times or a specific number of items will be presented, the specified number of times and items must be evident on the audiotape.

REQUIREMENTS FOR STUDENT WORK (ORIGINALS, NOT COPIES)

Student Work (original, not photocopied) that clearly reflects attainment of the Mastery Objective serves as direct evidence that the student has mastered the objective.

- TEs are cautioned about submitting worksheets such as an activity sheet from an external source, like a workbook, textbook, or periodical on which a student is required to recall and repeat information, select a pre-determined response, or provide limited or brief responses (e.g., Circle a selection, identify a statement as true/false, fill in a blank). Commercially produced materials may, however, be useful during instruction for the purpose of student practice

- If commercial materials are used, TEs must assure that they align with the individualized Mastery Objectives written by the TEs for a specific student.

- If the artifact does not align with the Mastery Objective it will be scored "not mastered."

- A student's dictated response, recorded verbatim, may be accepted as student work, **only** if the response required is lengthy, i.e., sentence-length response to questions and the student cannot write the response him/herself. If less than sentence length responses are required, the student responses may be recorded on data charts, videotape or audiotape. The verbatim-dictated response must be recorded next to the questions or stimulus the student must respond to. The TE must note on the artifact that the response was dictated by the student. The TE must sign the artifact below the responses they recorded for the student.

- Any TE markings on student work that indicate the correctness of a response must be clear to the scorer. TEs must provide a key showing what specific notations used on student products or data collection charts represent (e.g., C/√/+ = correct response; X/− = incorrect response).

- Artifacts must include all of the required components (as previously noted on page 7-4) as follows:

  (1) student's name,
  (2) date instruction started toward Mastery Objective,
  (2) date artifact was constructed including month, day, and year,
  (3) Mastery Objective being assessed,
  (4) % achievement of assessed Mastery Objective-the accuracy score,
  (5) level of prompt used,
  (6) key to interpret TE notations,
  (7) page number that corresponds to the Table of Contents,
  (8) the observable and measurable student response, and
  (9) alignment and connection to grade-level curriculum materials.

The student work sample in Figure 7-2 illustrates these required components.

Figure 7-2: Student Work Sample

Student's Name → Jody   Date: 2-13-04   MOS # 9   100%   ← Criteria for Mastery / Prompt Level Indicated

Grade 3, A, 3 a
Mastery Objective 9 Given a variety of coins and the price of an item in a vending machine, ▮▮▮ will determine the different coin combinations needed to purchase the item with 80% accuracy.

← Mastery Objective

Directions: ▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ The student will be given a variety of coins and asked to make 5 combinations of coins, each combination equaling the amount of money needed to purchase the item. The teacher/observer will write the coin combinations the student made.

Vending machine item: Crackers   Cost: .50

COMBINATIONS:

1. 5 dimes _____ = $ .50
2. 2 quarters _____ = $ .50
3. 1 quarter, 2 dimes, 1 nickel _____ = $ .50
4. 8 nickels, 1 dime _____ = $ .50
5. 10 nickels _____ = $ .50

26   ← Page #

Key to response ⟶   C = Correct Response

Date instruction started: 11–5–03
Grade-level alignment: Grade 3

REQUIREMENTS FOR DATA CHARTS

Data charts must be original, not photocopied, typed, or word-processed. These should display evidence of instruction and learning over time and document student demonstration and attainment of the Mastery Objective.

- The data chart must show evidence of instruction prior to attainment of the criterion level <u>and</u> attainment of the criterion level.
- Do not use wording such as "trial" or "session."
- Record the specific student behavior or skill being measured.

REQUIRED COMPONENTS OF DATA CHARTS

The following MUST be included on each data chart:
  - (1) student's name,
  - (2) date- month, day, and year for each trial/session,
  - (3) date instruction started,
  - (4) objective being assessed,
  - (5) a key for interpreting the data chart notations, including levels of prompts,
  - (6) the mastery criterion performance circled,
  - (7) the page number that corresponds with the table of contents,
  - (8) the specific words, behavior, or skill that is being assessed, (representing the target observable and measurable student response), and
  - (9) grade-level alignment and connection to curriculum and materials.

Figure 7-3 on page 7-11 contains some additional information to help TETs with their data collection activities. Figures 7-4 through 7-11 on pages 7-12 through 7-19 present examples of completed data charts.

Figure 7-3: Data Collection

Data collection is an essential component in documenting the attainment of Mastery Objectives for the ALT-MSA and goes beyond the recording of grades on tests, assignments, or homework. It is defined as continuous, systematic, and objective quantification of (a) student responses and (b) student products. The collection of data on student behavior is necessary for many reasons:

- o Both IDEA and NCLB regulations require that special education teachers collect instructional data on their students.
- o It establishes student progress based on fact and guides teachers in determining the effectiveness of their instructional procedures, adaptations, accommodations, modifications, and use of assistive technology.
- o Data collection of student responses provides helpful information to make good instructional decisions for developing, monitoring, and evaluating IEPs and other accountability measures such as ALT-MSA.
- o Data collection helps teachers to better predict the future performance of their students for placement decisions; it produces an ongoing accountability system for teachers and their staff; and, it allows for dissemination of successful instructional results or procedures to share with other educational professionals and parents and guardians.

The four major types of data collected for instructional purposes include:

- o Frequency, the number of times a behavior or behaviors occur within a specified period of time,
- o Percentage, number of correct responses divided by the total number of responses,
- o Rate, frequency of a behavior divided by a time measure, and
- o Duration, total amount of time a behavior occurs.

Collecting data on student products, such as math worksheets or written responses to questions is easy because the products are tangible, and the teacher can record the outcome or student response after the behavior has occurred. (And of course any student response can be made permanent if it is video- or audiotaped.) However, observation of behaviors as they are occurring (e.g., sight word reading, yes/no verbal responses, nonverbal responses such as pointing to a correct response, using a calculator, or counting coins) is difficult to record because the behavior is transitory - lasting only a short period of time. The recording of transitory behaviors requires the continuous attention of the teacher, must be measured as the behavior occurs, and may be unreliable because of the transitory nature. For example, unless someone else is observing and recording the behavior, it is impossible to confirm its occurrence. Because the recording of transitory behaviors runs the risk of being unreliable, the following recommendations are advised when collecting data on transitory student behaviors:

- o The transitory behavior to be observed must be well-defined, such as the measurable, observable student response written in the student's Mastery Objective.
- o Data on the student's response must be recorded as soon as it occurs. Teachers should not wait until later to record the student response(s) to avoid the risk of forgetting what happened or making an error in recording.
- o Student responses should be observed and recorded across many observations not just when the student reaches mastery criterion. Ideally, continuous data collection is recommended, that is data are collected each time the Mastery Objective is taught.
- o If continuous data collection is not possible, student responses should be observed and recorded across consecutive observations as the student approaches his or her criterion for mastery. A minimum of three to five consecutive observations on different days is recommended to establish reliable data and show factual acquisition of the Mastery Objective.

References
Alberto, P.A., & Troutman, A.C. (2003). *Applied Behavior Analysis for Teachers* (6th ed). New York: Merrill Publishing Co.
Snell, M.E., & Brown, F. (2000). *Instruction of students with severe disabilities* (5th ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.

Figure 7-4

Student: Amy   **Grade Level Connection:** Reading and 5th Grade Science Unit
                          Date Started: October 10, 2005 (New Vocabulary Introduction)

Mastery Objective: Given 6 word cards and 6 picture symbol cards from the Life Science Unit, Amy will place each word card on top of the correct picture symbol card with 100% accuracy on 2 consecutive days.

KEY: (+)   = correct independent response
                 (-)   = incorrect response
                 (G)   = gesture prompt needed
                 (V)   = verbal prompt needed
          `   (M)   = model prompt needed
                 (P)   = full physical prompt needed

Date:

Steps	10/12/05 W	10/13/05 Th	10/17/05 M	10/18/05 T	10/20/05 Th	10/27/05 Th	10/31/05 M
Unit: Science: Life Science A. Cellular – Plants (organisms)							
1. Root	P	M	G	M	V	+	+
2. Stem	M	M	+	+	+	+	+
3. Flower	G	+	+	V	+	+	+
4. Fruit	+	+	+	+	+	+	+
5. Light	+	+	P	+	+	+	+
6. Water	+	+	+	P	+	+	+
Total Independent:	3/6	4/6	4/6	3/6	5/6	6/6	6/6
Percent Independent:	50%	66%	66%	50%	83%	100%	100%*
Mastered Yes/No	No	No	No	No	No	No	Yes

*Student meets criterion of matching words to definitions independently for 2 opportunities.

Figure 7-5

Student: Anna   **Grade Level Connection:** Reading and 5th Grade Science Unit
                         Date Started: October 10, 2005 (New Vocabulary Introduction)

Mastery Objective: Given 4 textured picture symbol cards with words from the Life Science Unit and a plant, Anna will place the picture symbol cards next to the plant part with 1 gesture prompt, with 100% accuracy on 2 consecutive days.

Task Direction: Teacher says, "Anna, match the picture symbol cards to the plant part."

KEY: (+)   = correct independent response
               (-)   = incorrect response
               (G)   = gesture prompt needed
               (V)   = verbal prompt needed
               (P)   = partial prompt needed
               (FP)   = full physical prompt needed

Instructional Topic	Unit: Science: Life Science A. Cellular – Plants								
Vocabulary Words	10/10/05 M	10/11/05 T	10/12/05 W	10/13/05 TH	10/14/05 F	10/17/05 M	10/18/05 T	10/19 /05 W	10/20/05 TH
1. Root	P	P	G	G	+	P	G	+	G
2. Stem	P	P	P	G	G	+	+	G	+
3. Flower	P	G	G	P	G	+	G	+	+
4. Fruit	G	+	G	+	+	+	+	+	+
Total Correct:	1/4	2/4	1/4	2/4	3/4	3/4	3/4	4/4	4/4
Percent Correct:	25%	50%	50%	50%	75%	75%	75%	100%*	100%*
Mastered Yes/No	no	no	no	no	no	no	no	no	yes

*Student meets criterion by correctly matching 4 words to plant parts for 2 opportunities.

Figure 7-6

Student: Jamal   **Grade Level Connection:** Reading and 7th Grade Life Science
                            Date Started: Nov. 2, 2005

Mastery Objective: Given picture symbol directions for 2 science investigations, Jamal will read each step orally and complete each of the 3 steps for the 2 science investigation with 80% accuracy.

KEY: (+)   = Correct response
       (G)   = Gesture
       (V)   = Verbal - "What's next"?
       (M)   = Model prompt demonstrating the step.

Dates

Steps	11/2/05 W	11/4/05 F	11/7/05 M	11/9/05 W	11/11/05 F	11/14/05 M	11/16/05 W	11/18/05 F
Investigation Steps	Plants & Water	Plants & Water	Plants & Water	Plants & Water	Plants & Light	Plants & Light	Plants & Light	Plants & Light
1. Reads step #1 orally	V	+	+	+	+	+	+	+
2. Completes step #1	V	+	V	+	V	G	+	+
3. Reads step #2 orally	+	+	V	V	+	+	+	+
4. Completes step #2	V	V	+	+	M	V	V	+
5. Reads step #3 orally	V	V	+	+	+	+	+	+
6. Completes step #3	+	+	M	+	+	V	V	+
Total Accurate:	2/6	4/6	3/6	5/6	4/6	3/6	4/6	6/6
Percent Accurate:	33%	66%	50%	83%	66%	50%	66%	100%*
Mastered Yes/No	no	no	no	no	no	no	no	yes

*Student meets criterion of 80% accuracy for 2 science investigations.

Figure 7-7

Student: Jeremy   **Grade Level Connection:** Reading and Grade 7 Life Science
Date Started: Nov. 2, 2005

Mastery Objective: Given the IntelliKeys®, and an overlay with the 3 steps of an adapted science investigation from the Life Science Unit, Jeremy will read each step of the science investigation by touching the icon on the keyboard and then complete each step with 1 partial physical and 2 gesture prompts with 83% accuracy.

KEY: (+)   = correct response
         (-)   = incorrect response
         (GP) = gesture prompt
         (VP) = verbal prompt
         (M)   = model prompt
         (P)   = partial physical prompt
         (FP) = full physical prompt

Dates:

Steps	11/2/05 W	11/4/05 F	11/7/05 M	11/9/05 W	11/11/05 F	11/14/05 M
Investigation topic	Plants & Water	Plants & Water	Plants & Water	Plants & Water	Plants & Water	Plants & Water
1. Touches the IntelliKeys® to read step #1.	FF	P	P	G	G	+
2. Complete step #1.	FF	FP	FP	FP	P	G
3. Touches the IntelliKeys® to read step #2.	FF	G	G	G	+	+
4. Complete step #2.	FF	P	FP	FP	FP	P
5. Touches the IntelliKeys® to read step #3.	FF	G	G	+	+	+
6. Complete step #3.	P	FP	FP	P	P	FP
Total Accurate	1/6	3/6	3/6	4/6	4/6	5/6
Percent Accurate	17%	50%	50%	67%	67%	83% *
Mastered Yes/No	no	no	no	no	no	yes

*Student meets criterion of 83% accuracy for 1 investigation.

Figure 7-8

Student: Alice

Grade Level Connection: Math and 4th Grade Social Studies Unit

Date Started: October 3, 2005

Mastery Objective: Given bar graphs displaying data from a social studies unit, Alice will answer 5 questions about the data by stating the correct answer with 80% accuracy.

Task Direction: "Alice, look at the data chart and tell me the answer to the following questions."

KEY:
- (+) = correct response
- (G) = gesture prompt (Teacher taps on the graph.)
- (V) = verbal prompt (Teacher says "look at the graph.")
- (M) = model prompt (Teacher demonstrates where to place fingers on the graph.)
- (P) = partial physical prompt (Teacher touches student's hand.)
- (FP) = full physical prompt (Teacher takes student's hand and assists student in completing the step.)

Steps/Date	10/3/05 Monday	10/10/05 Monday	10/17/05 Monday	10/24/05 Monday	10/31/05 Monday	11/7/05 Monday
Questions	The Population of Local Communities from the 2000 Census					
1. Which city has the most people? A – Baltimore City	+	FP	+	+	+	+
2. Which city has the fewest people? A – Ocean City	M	+	+	+	+	+
3. Which city has more people Annapolis or Frederick? A – Frederick	FP	P	M	M	M	+
4. Which city has fewer people your city, Gaithersburg or Annapolis? A- Annapolis	+	M	+	+	M	M
5. Do more people live in your city, (Gaithersburg) than in Ocean City? A – yes	V	+	M	V	+	+
Total Accurate	2/5	2/5	3/5	3/5	3/5	4/5
Percent Accurate	40%	40%	60%	60%	60%	80%*
Mastered Yes/No	no	no	no	no	no	yes

*Student meets criterion with 80% accuracy.

Figure 7-9

Student: Yashmin
Grade Level Connection: Math and 4th Grade Social Studies Unit
Date Started: October 3, 2005

Mastery Objective: Given a bar graph displaying data from a social studies unit and 2 Big Mack© devices programmed with yes/no, Yashmin will answer 3 questions about the data by pressing the correct Big Mack© with 1 partial physical and 1 gesture prompt with 100% accuracy for 2 consecutive days.

Task Direction: "Yashmin look at the bar graph and tell me the answer to the following questions."

KEY: (+) = correct response
(-) = incorrect response
(G) = gesture prompt (Teacher taps on the bar graph or near the Big Macks©)
(V) = verbal prompt (Teacher says "look at the graph" or repeats the question)
(P) = partial physical prompt (Teacher touches the student's hand)
(FP) = full physical prompt (Teacher takes student's hand and assists student)

Questions & Correct Answer	10/3 /05 M	10/3 /05 M	10/4 /05 T	10/4 /05 T	10/5 /05 W	10/5 /05 W	10/05 /05 W	10/06 /05 Th	10/06 /05 Th	10/06/ 05 Th	10/07 /05 F
1.Does Baltimore City have more people than Annapolis? A – Yes	FP	P	P	P	G	P	G	P	+	+	+
2. Does Annapolis have more people than your city, Gaithersburg? A – no	P	FP	P	P	P	P	P	P	FP	P	P
3. Does Gaithersburg have more people than Ocean City? A - yes	FP	FP	P	P	FP	G	P	P	V	G	+
Total Accurate	1/3	1/3	1/3	1/3	2/3	2/3	2/3	1/3	1/3	3/3	3/3
Percent Accurate	33%	33%	33%	33%	67%	67%	67%	67%	67%	100%	100% *
Mastered Yes/No	no	no	no	no	no	no	no	no	no	yes	yes

*Student meets criterion with 100% accuracy for 2 consecutive days.

Figure 7-10

Student: Andrea
Grade Level Connection: Mathematics Grade 4 (real money used)
Start Date: Dec 5, 2005

Mastery Objective: Given a minimum of 3 opportunities each week to purchase different items using a $5.00 bill, Andrea will count her change and state if it is the correct amount with 100% accuracy for 3 weeks.

Task Direction: Once Andrea receives her change, The teacher says, "Andrea, please count your change. Is it correct?"

KEY:
(+)   = correct response
(V)   = verbal prompt (Teacher states amounts of coins or assists in addition)
(V/PP) = verbal and partial physical prompt
(NO)   = no opportunity during the week

During the week of:

Student can count change after purchasing:	12/5-12/9/05	12/12-12/16/05	12/19-1/23/05	1/9-1/13/06	1/16-1/20/06	1/23-1/27/06	1/30-2/3/06
1.Lunch in School Cafeteria	V	+	V	+	+	+	+
2.States correct amount	V	+	+	+	+	+	+
3.Supplies from the School Store	V/PP	+	+	V	+	+	+
4. States correct amount	+	+	+	+	+	+	+
5. Drink at work site	+	V	+	+	NO	+	+
6. States correct amount	+	V	+	+	NO	+	+
7. Other:	+ (agenda book)	+ (team button)	+ (T-shirt)	NO	+ (poster)	NO	+ (dance ticket)
8. States correct amount	V	+	+	NO	+	NO	+
Total Accurate:	4/8	6/8	7/8	5/6	6/6	6/6	8/8
Percent Accurate:	50%	75%	87.5%	83%	100%	100%	100%*
Mastered yes/no	no	no	no	no	no	no	yes

*Student meets criterion of 100% accuracy for 3 weeks.

Figure 7-11

Student: Rachel
Grade Level Connection: Mathematics Grade 3 (real money used)
Start Date: Dec 5, 2005

Mastery Objective: Given 2 sets of mixed currency, Rachel will count each set and select the amount needed to purchase an item in the school store with 1 partial physical prompt at 100% accuracy for 2 consecutive days.

Task Direction: "Rachel, count these sets of money and select the amount you need to buy
_____ "

KEY: (+) = correct response
(-) = incorrect response
(P) = partial physical prompt
(FP) = full physical prompt

Dates:

Task/ Response	12/5/ 05 M	12/6/ 05 T	12/7/ 05 W	12/8/ 05 TH	12/9/ 05 F	12/12/ 05 M	12/13/ 05 T	1/11/ 05 W	1/16/ 06 TH	1/18/ 06 F	1/23/ 06 M	1/25/ 06 T
Correct amount	$1.50	$2.50	$2.50	$1.50	$1.50	$2.50	$1.50	$2.50	$2.50	$1.50	$1.50	$2.50
1. Counts $1.50	FP	FP	FP	FP	P	P	FP	P	P	P	+	p
2. Counts $ 2.50	FP	FP	FP	FP	FP	FP	P	P	P	P	P	+
3. Selects the correct amount	FP	FP	FP	P	FP	P	P	+	P	+	+	+
Total correct	0/3	0/3	0/3	1/3	1/3	1/3	1/3	2/3	1/3	2/3	3/3	3/3
Percent Accurate	0%	0%	0%	33%	33%	33%	33%	67%	33%	67%	100%	100%*
Mastered Yes/No	no	no	no	no	no	no	no	no	no	no	no	yes

*Student meets criterion with 100% accuracy for 2 consecutive days.

ALT-MSA 2006 HANDBOOK PART 8:
RESOURCES TO SUPPORT IMPLEMENTATION OF
ALT-MSA 2006

RESOURCES

Contacts:
Test Examiners or School Test Coordinators who have questions about the ALT-MSA should contact the following individuals:

- **The Local Accountability Coordinator (LAC) in your local school system**

- **The ALT-MSA Facilitator in your local school system**

- **MSDE, using the ALT-MSA e-mail address: alt-msa@msde.state.md.us**

Web sites:
Test Examiners or School Test Coordinators may also refer to the following web sites for information about the ALT-MSA**:**

- **School Improvement web site: http://www.mdk12.org**

- **MSDE home page: http://www.marylandpublicschools.org**

- **SchoolHouse: http://ncsschoolhouse.com**

- **ALT-MSA Online: http://www.alt-msa.com** (Note: this web site is used for on-line Mastery Objective entry, submission, review, and printing)

EXPLANATION OF TERMS USED IN READING CONTENT STANDARDS

Terms in Indicators/Objectives	Explanation/Description
2. A. Comprehension of Informational Text **2.A.2.** **Pre-K** Recognize and use text features to facilitate understanding of informational texts.	 **Pre-K** - Text features are purposeful and send visual signals to the reader about the nature and use of the content. As the complexity of texts increase, these features lead readers first to make predictions about text and later to draw conclusions from text.
K, G1 & G2 Identify and use text features to facilitate understanding of informational texts.	**K, G1 & G2** - To show proficiency of the skills stated in this indicator, a reader will be able to **identify and use text features**. These text features are purposeful and send visual signals to the reader about the nature and use of the content. As the complexity of texts increase, these features lead readers first to make predictions about text and later to draw conclusions from text.
2a **Pre-K** - Recognize print features (print size).	**Pre-K** - A reader should take note of the print size, which allows insight into the relative importance of ideas presented in text.
K - Identify Print Features (bold print, print size, labels, numbered steps).	**K** - In order to gain comprehension of text, a reader should **identify and use print features**. A reader should take note of the use of bold print, print size, labels, and numbered steps, which allow insight into the relative importance of ideas presented in text. Recognizing the importance of print features increases a reader's understanding of text.
G1 – Use print features (Large bold print, Font size/type, colored print, headings and chapter titles, labels, captions, numbered steps).	**G1** - In order to gain comprehension of text, a reader should **identify and use print features**. A reader should take note of the use of bold print.
G2 – (+ italics, headings/subheadings and chapter titles).	**(G2)** *or italic print*, font size and type, colored type, labels, captions, and numbered steps, which allow insight into the relative importance of ideas presented in text. These varied uses of print features focus a reader's attention on specific aspects of text. Headings and chapter titles cue a reader to the information contained in the text. Recognizing the importance of print features increases a reader's understanding of text.
2b **Pre-K** Recognize graphic aids (photographs, drawings, maps, graphs, diagrams).	**Pre-K** - When reading text with graphic aids, a reader should be able to recognize photographs, drawings, maps, graphs, and diagrams. This recognition will lead to use of aids for increased comprehension.

Terms in Indicators/Objectives	Explanation/Description
2b *(continued)* **K** Identify graphic aids (illustrations, pictures, photographs, drawings, maps, graphs, charts, diagrams).	**K** - The ability to **identify graphic aids** can aid a reader's comprehension of informational text. Graphic aids can provide a reader with a great deal of information in a limited amount of space. When reading texts with graphic aids, a reader should be able to identify illustrations, photographs, drawings, maps, graphs, and diagrams. Accessing the information graphics provide enhances a reader's comprehension of text.
G1 & G2 Use graphic aids (illustrations, pictures, photographs, drawings, maps, graphs, charts/tables, diagrams, materials lists).	**G1 & G2** - Effective **use of graphic aids** is necessary for comprehension of informational texts. When using graphic aids, a reader should be able to see the information the aid provides and determine a purpose for its use. Photographs and illustrations can deliver quick information as to the content of the text. Maps, diagrams, charts, and graphs can deliver more information with minimal text. Accessing the information graphics provide enhances a reader's comprehension of text.
2c **K** Use informational aids (material lists, labels, numbered steps).	**K** - **Using informational aids** is a vital component in comprehension of text. By using aids such as materials lists, labels, and numbered steps in a process, a reader is better able to determine important information contained within text.
G1 (+ captions, and glossed words)	**G1 - Using informational aids** is a vital component in comprehension of text. Using aids, such as materials lists, labels, glossed words (words defined within a text), and numbered steps appearing in text, assists a reader in accessing important information.
G2 (+ timelines)	**G2 - Using informational aids** is a vital component in comprehension of text. Using aids, such as materials lists, labels, timelines, glossed words (words defined within a text), and numbered steps appearing in text assists a reader in accessing important information.
2d **K** Identify Organizational aids (title, table of contents, numbered steps).	**K** - When a reader **identifies organizational aids** in text, he or she can begin to recognize the general outline of the information that contributes to meaning. Titles provide information about the content of text whereas tables of contents set the order of information in text. These aids along with other standard features help a reader develop understanding of text.
G1 Use informational aids when reading (title, table of contents, numbered steps, transitional words).	**G1** - When a reader **identifies organizational aids** in text, he or she can begin to recognize the general outline of the information that contributes to meaning. Titles provide information about the content of text whereas tables of contents set the order of information in text. Recognition of transition words lead a reader to follow the sequence and organization of information. These aids along with other standard features help a reader develop understanding of text.

Terms in Indicators/Objectives	Explanation/Description
2d *(continued)* **G2** Use informational aids when reading (title, table of contents, numbered steps, glossary, headings, transitional words).	**G2** - When a reader **uses organizational aids** in text, he or she can begin to focus on the general outline of the information that contributes to meaning. Titles provide information about the content of text whereas tables of contents set the order of information in text. Recognition of transition words lead a reader to follow the sequence and organization of information. These aids along with other standard features such as glossaries and headings help a reader develop understanding of text.
2.A.3. **Pre-K, K, G1 & G2** Develop knowledge of organizational structure of informational text.	To show proficiency of the skills in this indicator, a reader will show an understanding of the patterns in a text, which are **organizational structures.** Using text features will assist the reader in determining the type of organization used. As the complexity of the text increases a reader will advance from recognition and identification of organizational structures to analyzing how the organizational structure helps create meaning.
Pre-K, K/3a, G1/3c & G2/3c Recognize sequential order.	**Pre-K, K, G1 & G2** - Recognizing sequential order is a necessary step in comprehension of text. A narrative nonfiction text tells a true story so the organization would most likely be sequential. Texts that are organized sequentially present information by the order in which events occurred.
G1/3a & G2/3a. Distinguish between fiction and nonfiction text.	**G1** - The ability to **distinguish between fiction and nonfiction text** is necessary for a reader to establish a purpose for reading. ▪ Fiction tells an imaginary story. ▪ Non-fiction tells about real people, places, and events.
K/3b, G1/3e & G2/3e Recognize similarities and differences.	**K, G1, & G2** - The ability to **recognize similarities and differences** is a necessary step in comprehension of text. Nonfiction text is often organized in a manner that points out similarities and differences among two or more ideas. Recognizing this organizational structure helps a reader create meaning.
3b **G1 & G2** Recognize words that signal the structure of informational text.	**G1 & G2 - Recognizing words that signal the structure of informational text** is essential in determining a text structure. In order to do this a reader must be able to locate words within text that signal organizational patterns. • Words like *next*, *then,* and *finally* signal sequential order. • *Because* and *as a result of* are words that signal a cause/effect relationship. • Words like *same, both, either, but,* and *as well as* signal similarities and differences. These words indicate a movement in text that may be a passage of time, a shift from one location to another, or a relationship among ideas.

Terms in Indicators/Objectives	Explanation/Description
K/3c & G2/3f Recognize description.	**K -** The ability to **recognize description** as an organizational style is a necessary step in comprehension of text. This organizational structure helps a reader create visual images of the content in the text, so that students are better able to comprehend text. **G2** - The ability **to recognize description** as an organizational text structure is a necessary step in comprehension of text. In this organizational pattern the topic is presented through description often by listing characteristics, features, and examples. This organizational pattern helps the reader visualize the ideas presented in a text. Recognizing how ideas are organized offers a reader an efficient way to access information.
3d **G1 & G2** Recognize cause and effect relationships.	**G1 & G2** - The ability **to recognize cause/effect relationships** is a necessary step in comprehension of text. In this organizational pattern, ideas are presented in a manner that shows one or more causes and the resulting effect or effects. Recognizing how ideas are organized offers a reader an efficient way to access information.
G1/3f Recognize the main idea.	**G1** - The ability **to recognize main idea** as an organizational text structure is a necessary step in comprehension of text. In this organizational pattern the main idea is presented with supporting details. Recognizing how ideas are organized offers a reader an efficient way to access information.
G2/3g Recognize and use main idea and supporting details.	**G2** - The ability **to recognize and use main ideas and supporting details** presented in text is a necessary step in comprehension. By first recognizing the main idea presented, a reader can then determine the relevant details for support. Paying attention to the way in which ideas are presented offers a reader an efficient way to access information.
2.A.4. **Pre-K, K, G1, & G2** Determine important ideas and messages in informational texts.	To show proficiency of the skills in this indicator, a reader will express an understanding of the key points or thoughts in a text, which are the important ideas and messages. These are sometimes directly stated in the text. For more complex texts, a reader will determine the implied, important ideas and messages by synthesizing ideas across the text.
Pre-K/4a, K/4c, & G1/4d Retell important facts from a text.	**Pre-K, K & G1**- In order to understand important ideas or messages in a text, a reader should be able to determine the most important ideas presented and retell important facts from a text.
4a **K** State the text's purpose. **G1** Identify the text's purpose.	In order to understand important ideas or messages in a text, a reader should **(K) state the text's purpose, or** **(G1) identify the text's purpose.** The purpose is the main reason for the text. Most texts are written to inform, persuade, or express personal ideas.

Terms in Indicators/Objectives	Explanation/Description
4a *(continued)* **G2** Identify the author's/text's purpose.	**G2** - In order to identify **the main idea/text's message,** a reader must first identify the topic or subject of a text. After reading an entire text, a reader must identify the main idea or message by using details from a text that relate to the main idea or message. A message is often more author-centered, whereas a main idea is more text-centered.
Pre-K/4b, K/4d, G1/4e & G2/4f Identify how someone might use the text.	**Pre-K & G1 -** As a reader has more exposure to various texts, he or she is better able to explain the possible purpose of a text. A reader will relate the use of the text to personal experience. He or she can then **identify how someone might use** the text. When reading a book about turtles, my sister might be able to use the book to learn how to take care of her pet turtle. **G2 -** As a reader has more exposure to various texts, he or she is better able to explain the possible purpose of a text. He or she can then **identify how someone might use the text.**
4b **K** Identify the main idea/text's message. **G1 & G2** Identify the main idea/ text's messages.	**K** - In order to identify **the main idea/text's message,** a reader must first identify the topic or subject of a text. After reading an entire text, a reader must identify the main idea or message by using details from a text that relate to the main idea or message. A message is often more author-centered whereas a main idea is more text-centered.
G1/4c & G2/4e Distinguish between fact and opinion.	**G1** - When reading informational texts it is important to distinguish between facts, statements that can be proven, and opinions, statements of the writer's feelings and beliefs. Being able to **distinguish between facts and opinions** is a prerequisite skill for constructing meaning from text.
G2/4c Identify information not related to the main idea.	**G2** - Authors use details and examples in their writing to clarify, highlight, refine, or enhance their ideas. A critical reader will **identify information not related to the main idea.** Doing so will help a reader disregard unrelated information when identifying the main idea or message or when summarizing a text.
G2/4d Draw conclusions and generalizations from text to form new understanding.	**G2 -** In order to **draw conclusions and generalizations from text to form new understanding** a reader should first identify the main idea. When a reader draws conclusions and generalizations he or she uses information from a text to make an informed judgment or decision about the information.
G1/4f & G2/4h Identify prior knowledge that clarifies the main idea of the text.	**G1** - The ability to **identify prior knowledge that clarifies the main idea of the text,** helps a reader identify personally to a text and clarify the main topic presented. A reader identifies similarities between the information in a text and what he or she has experienced, heard about, or read about.

Terms in Indicators/Objectives	Explanation/Description
4b *(continued)* **G2/4g** Summarize the text or a portion of the text.	**G2** - Summarizing the text or a portion of the text is an essential skill for a reader when comprehending informational text. A reader must be able to determine the important ideas and messages in a text if he or she is able to summarize. To do so, a reader must state the main idea in his or her own words and select details from a text that support the main idea. This process can be done for an entire text or a portion of text.
3.A. Comprehension of Literary Text **3.A.3** **Pre-K, K, G1, & G2** Use elements of narrative texts to facilitate understanding.	To show proficiency of the skills in this indicator, a reader will show an understanding of the elements of narrative texts, which are the components through which a story is told. Identification of each component and its relationship to all other components in a story assists a reader in comprehension of an entire text. As complexity of text increases a reader advances from the identification of literal elements to more abstract elements in a story and determining how they fit together allows a reader to understand an entire text.
3a **Pre-K** Identify the beginning and the end of a story.	**Pre-K** - The ability to **identify the beginning and end of a story** is necessary in the understanding of story structure and comprehension of narrative text. The first few events of a story represent the beginning of a story. The last few events represent the end of a story.
K Identify the beginning, middle, and end of a story, including the problem, and solution.	**K -** To identify **the beginning, middle, and end of a story, including the problem and solution** a reader should recognize the structure of narrative text. In the beginning of a narrative, information is given about the characters and the situations they find themselves in. This situation creates a story problem. As a story progresses, the problem becomes more apparent until it reaches a critical point. Toward the end, the problem is addressed and worked out. Finally, the problem is solved and the story ends.
G1 Identify elements of a story, including characters, setting, problem, and solution.	**G1** - The ability to **identify the elements of a story, including characters, setting, problem, and solution** is necessary in comprehension of a narrative text. A reader should identify the characters involved, details of the setting, and the way the story develops over time. In addition, the reader identifies the problem, which is usually revealed by the end of the passage, and the way in which that problem is solved by the end of the passage.

Terms in Indicators/Objectives	Explanation/Description
3a *(continued)* **G2** Identify and explain the elements of a story, including the problem, the sequence of events and the solution to the problem.	**G2** - To **identify and explain the elements of a story, including the problem, sequence of events, and the solution to the problem,** a reader must know the structure of a narrative passage. A reader should be able to identify the progression of a story including all the crucial story elements and how those elements work together in the story. A reader should identify the problem, which is usually revealed in the beginning of a narrative passage, the sequence of events leading to the solution of the problem, and finally the way in which the problem is solved.
3b **Pre-K** Identify the characters of a story.	**Pre-K** - To **identify the characters of a story** a reader must understand that characters are the people, animals, or things that the story is about.
K – Identify the characters, sequence of events, and setting of a story	**K** - The ability to **identify the characters, sequence of events, and setting of a story** is necessary for comprehension of narrative text. A reader should identify the characters involved, details of the setting, and the way the story develops over time. Setting details should include where and when the story takes place.
G1 Identify and explain character traits and actions.	**G1** - To **identify and explain character traits and actions** a reader must identify a character as a focused point of a story. Paying attention to what characters say and do offers clues to the qualities they may possess. The way in which a character acts impacts the progression of a story.
G2 Identify the setting and explain its importance to the story	**G2** - To **identify the setting and explain its importance to the story,** a reader must know what to look for in a text. Where and when a story takes place can affect the characters and events of narrative text. Sometimes the setting is clearly identified and sometimes a reader must look for clues as to the setting. Information about the setting usually occurs in the beginning of narrative text. Clues to setting include: • Time of day • Day of the week • Month of the year • Season of the year • Year • City names • State names • Country names • Landscape details • Weather elements Understanding the importance of setting helps a reader better understand a story.

Terms in Indicators/Objectives	Explanation/Description
3c **G1 -** Sequence important events**.**	**G1** - The ability to **sequence the important events** is necessary for understanding story progression and comprehension of narrative text. A reader should provide the correct order of the most important events included in the development of a story.
G2 - Identify the main character(s) and explain their importance in the story.	**G2 -** To **identify the main character(s) and explain their importance in the story,** a reader must identify a character as a point of interest in a narrative text. A character can be either a major one or a minor one. Major characters are most involved in the conflict and are important to the action in a story. Minor characters are less important and become known to a reader through their dealings with major characters.
3d **G2** - Identify characters' actions, motives, emotions, traits, and feelings.	**G2** - The ability to **identify characters' actions, motives, emotions, traits, and feelings** gives a reader insight into the actions and reactions of the characters that affect the development of a story. Paying attention to what a character says and does offers clues to the qualities of the character. Understanding the characters aids in comprehension of the text.
3e **G2 -** Identify and explain relationships between and among characters, setting, and events,	**G2** - To **identify and explain relationships between and among characters, setting, and events,** a reader must note the links between characters, settings, and story events. Connections between and among characters are established by what characters say, do, and think. Connections between and among events along with where and when those events take place are established by tracking important events and deciding how they fit together.

USING THE SYSTEM OF LEAST PROMPTS

A systematic instructional procedure such as time-delay or systems-of-prompts typically yields positive results.

- In a System of Least Prompts procedure, the teacher provides a task direction and waits a specified amount of time before providing the next level prompt in a systematic order.
- The prompts are hierarchical and require specific teacher behaviors.
    1. The teacher first secures the student's attention and provides a task direction (e.g., "count your change") and waits for the student to engage in a response.
    2. The teacher provides a verbal prompt ("a quarter is 25 cents") first, then waits for the specified amount of time.
    3. Next, the teacher provides a model counting the change for the student.
    4. Finally, a full physical or partial physical prompt requires the teacher to provide some hand-over-hand guidance for counting the change.

The following flow chart illustrates how the procedure should be implemented:

System of Least Prompts Procedure

Before the Assessment: Identify wait time & reinforcers, controlling prompts, assistive technology. Review the Hierarchy.

Secure Student's Attention.

Provide the Task Direction.

Wait 3 – 8 Seconds.

Correct Response

Record and Reinforce the Response.

Incorrect Response

Provide the next level of Prompt.
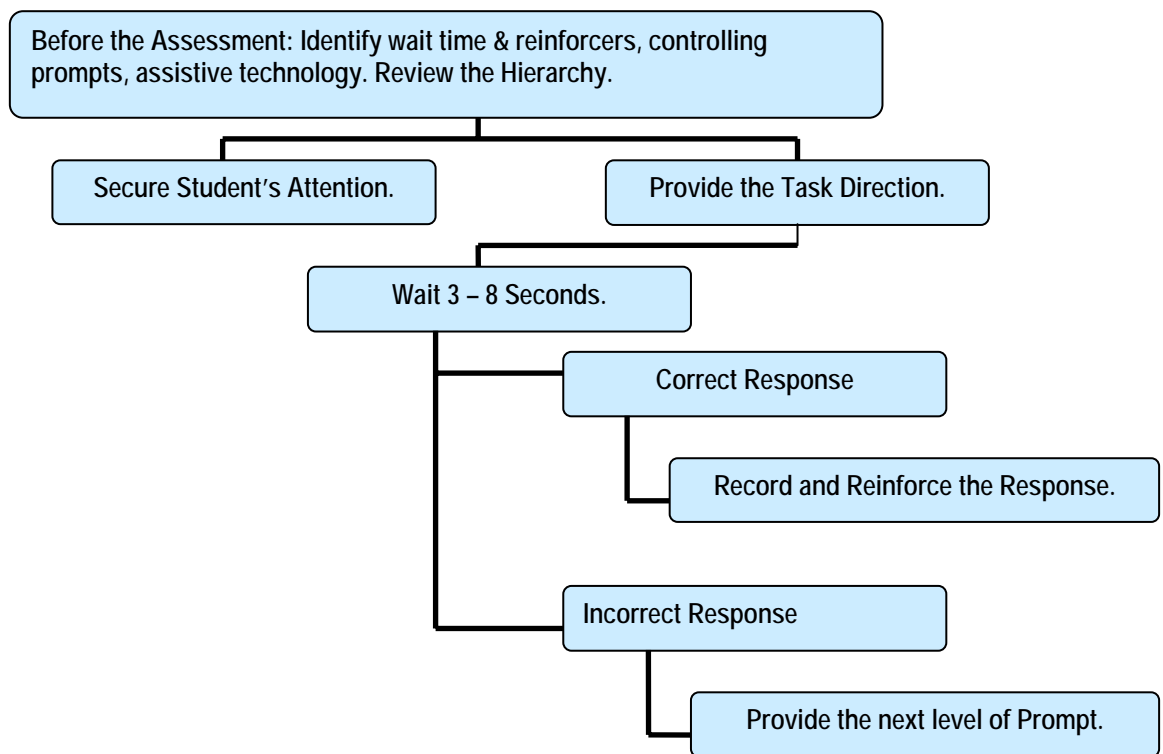
Adapted from: Wolery, M., Bailey, D., Sugai, G. (1988). P. 264.

In addition, the following procedures should be followed to ensure that the procedure is implemented consistently.

Procedures for Instruction

- Secure the student's attention.
- Reinforce attending every 3 or 5 task requests.
- Deliver the task direction.
- Wait for the delay interval.
- If correct, record and reinforce the response.
- If incorrect, provide the next prompt.
- Wait for the delay interval.
- Repeat until the student responds correctly or you reach "No response."
- **Wolery, M., Bailey, D., Sugai, G. (1988).**

WRITING THE IEP TO SUPPORT ATTAINMENT OF READING AND MATHEMATICS CONTENT STANDARDS

The IEP identifies a subset of objectives that will help the student with a disability access the general curriculum. First, the IEP team should consider the range of needs for the individual student in both academic and life-skill domains.

Because skills in reading and mathematics are crucial for access to learning in all areas of life, the IEP team will select pertinent reading and mathematics objectives for each individual student. The IEP team should also include objectives on the IEP that will assist the student in accessing other academic as well as functional content. It is likely that not all objectives on the IEP will be reading and mathematics and will not be assessed in the ALT-MSA.

The following diagram illustrates the role of the IEP as a subset of objectives that foster access to a variety of learning experiences in academic content and in life-skill domains. The ALT-MSA samples objectives from reading and mathematics; however, those objectives must be taught to students in meaningful contexts. These contexts may overlap with life-skill domain areas. Finally, curriculum activities encompass many skills outside those which are assessed in reading and mathematics and life-skill domains. These curriculum activities provide opportunities for communication and interactions with non-disabled peers.

Relation of the IEP to Standards-based Curriculum and Assessment

Standards-based Curriculum & Assessment

Curriculum
Activities

IEP

Reading
Mathematics
Assessment

Life Skills

**Academic Content
Standards
Reading & Mathematics**

**Functional Life-skill
Domains**
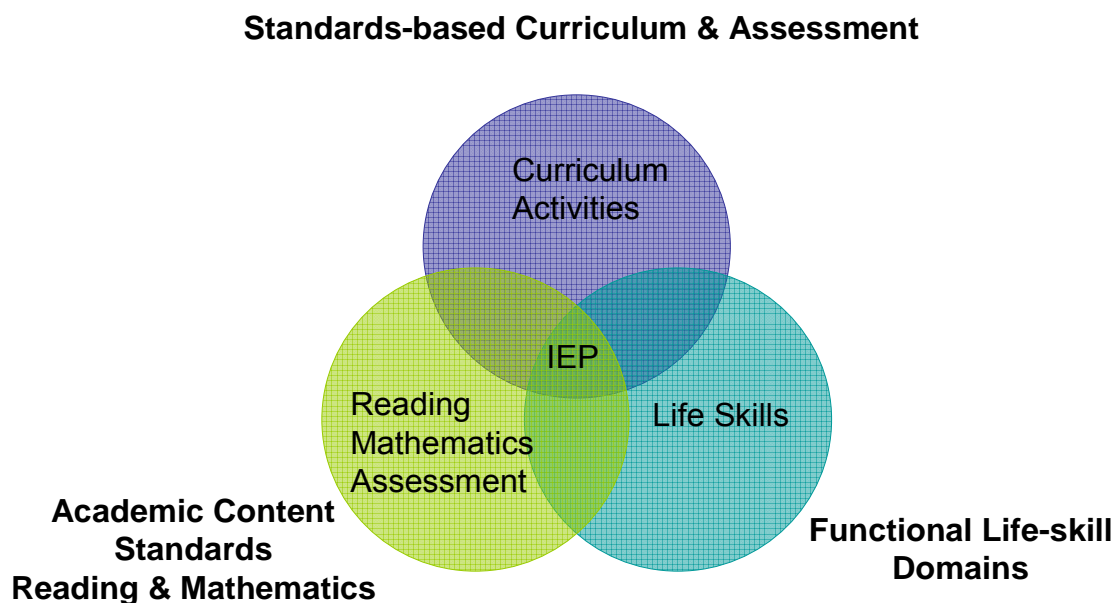
ALT-MSA 2006 HANDBOOK PART 9:
DIRECTIONS FOR ACQUISITION AND APPLICATION OF PREPRINTED STUDENT IDENTIFICATION LABELS

Part 9 of the *ALT-MSA 2006 Handbook* covers the procedures STCs follow to ensure that all student ALT-MSA materials have pre-printed student identification labels attached to them.

Figure 9-1

Step 4 March 15 – 17, 2006	
Activities	**Handbook References**
• **STC collects portfolios, applies labels, and prepares for pick up.**	**Parts 9 and 10**

STC APPLIES PRE-PRINTED LABELS TO ALL PORTFOLIO MATERIALS (FEBRUARY, 2006)

Background

LACs supervise the creation of a student-level data file identifying all students in the school system who should participate in either the ALT-MSA or the Maryland School Assessment (MSA). (NOTE: all students in the State in grades 3- 8 and 10 participate in either the MSA or the ALT-MSA. Information for both assessments is contained in a single pretest file).

The pretest file contains basic student demographic information to facilitate identifying individual students taking the assessment and is the primary source of preprinted student barcode labels for ALT-MSA test materials. LACs should refer to section **5.0 PRE-ID** on pages 14 – 17 of the Local Accountability Coordinator's Guide to SchoolHouse for detailed instruction on file specifications as well as uploading files.

Beginning November 11, 2005, LACs can submit their pretest files using the following link: http://ncsschoolhouse.com. The initial 2006 pretest file must be uploaded and accepted by the system with no errors NO LATER THAN November 24, 2005.

Once the file is accepted with no errors the file may be updated with new students or changes to existing students (i.e., student withdrawals, change in student participation from ALT-MSA to MSA and vice versa), through February 3, 2006.

After the February 3 cut-off date, the Test Contractor produces preprinted student ID barcode labels which contain information identifying the LEA, School, and Student, in order to ultimately link a student portfolio with the student-level data file containing the assessment results.

ALT-MSA 2006 does **not** provide for the use of generic student identification labels. Therefore, all students **MUST** have a pre-printed student identification label. For students not on the original pretest file, refer to the steps that follow.

NOTE: If the STC is unable to use or has misplaced the original student pre-identification labels for <u>any</u> student, please contact the PEM Customer Service Center at (800) 627-7990 X 821 for replacement pre-identification labels.

STC STEPS FOR REQUESTING ADDITIONAL PRE-PRINTED STUDENT IDENTIFICATION LABELS

STCs will automatically receive preprinted student identification labels for all students who were in the pretest file submitted by the LAC by November 24, 2005. However, STCs will also need to obtain preprinted labels for:
- all students who enter the school after November 24, 2005 up through March 20, 2006 (the Monday following the closing of the testing window), and
- all students who were inadvertently left off of the pretest file.

A list of all participating students provided to PEM by the LAC will be posted on the SchoolHouse Website http://ncsschoolhouse.com for verification purposes on January 23, 2006. The file will be updated on March 1, 2006.

Preprinted labels for these students are obtained through the following steps:

- **Step 1: STC completes the Fax Form** on page 9-5 this manual with the required student demographic information and faxes to their LAC. **NOTE**: STCs MUST have their fax form reviewed by the LAC. PEM will not accept orders of additional pre-printed labels directly from STCs.
- **Step 2: LAC reviews** the form for accuracy and completeness and **submits** to PEM in one of the following ways:
  - Option 1: LAC logs on to The SchoolHouse Website to upload a complete or partial "pretest" file. PEM will perform a file compare and make necessary updates to the student demographic data.
  - Option 2: LAC faxes the Fax Form to PEM to the attention of Margaret Meeker at (319) 339-6477.
  - Option 3: LAC calls PEM Customer Service Center at **(800) 627-7990 X 821** to submit student information via telephone. PEM will compare the student information to the original file and append the additional student(s).
- **Step 3: PEM produces and ships** labels, as follows:
  - For additional student label requests received by PEM from November 24, 2005 (the close of the original pretest file submission period) through February 3, 2006 (the cut-off date for initial shipment of pre-printed student identification labels), PEM will produce pre-printed student identification labels in sets of 6 and ship them directly to schools along with the other return shipping materials (including preprinted labels requested via the original pretest file submission) to arrive <u>NO LATER THAN</u> February 17, 2006.
  - For additional student label requests received by PEM after February 17, 2006 (the cut-off date for initial shipment of pre-printed student identification labels) through March 20, 2006 (the Monday following the close of the test window), PEM will produce pre-printed student identification labels in sets of 6 for all additional students and ship them directly to the attention of the STC immediately following submission. The method of shipment will be determined by delivery date appropriate for meeting the material pick-up schedule for the school.

RECEIPT AND APPLICATION OF PRE-PRINTED STUDENT IDENTIFICATION LABELS

It is the responsibility of the STC to ensure the receipt and proper application of pre-printed student ID barcode labels for the ALT-MSA. You will receive your initial shipment of labels no later than February 17, 2006. Labels in this shipment will be for those students who were in the initial pretest file submission or for whom a label request was made through February 3, 2006 (the cut-off date for initial label shipments).

The actual shipment and delivery window for the barcode labels will be provided to the LACs and STCs via a posted message on the MSDE DocuShare web site (https://docushare.msde.state.md.us/docushare. STCs should monitor the delivery of these labels. PEM's SchoolHouse web site can be used to request additional labels if there is a problem with the shipment or delivery of the labels (see Section 3 of the *ALT-MSA 2006 Handbook* for SchoolHouse web site instructions).

- You will receive **six** pre-printed student identification labels for each student identified in the pre-test file (four large and two small). Be sure that these ALT-MSA labels are applied **only** to the ALT-MSA materials, and not to the materials from another Maryland testing program.
- Use labels provided for the 2006 test edition **only**. Application of labels from any previous year will result in an unscannable barcode.
- It is the responsibility of the School Test Coordinator (STC) to ensure the labels are properly affixed to the test materials. Other school staff members may assist in the application of labels **only** under the **direct supervision** of the STC.
- Layout of Pre-printed Student Identification Labels

    1. A large label should be placed on the spine of the portfolio with the top of the label facing to the right. Affix the label as shown in the example to the right.

    2. The remaining large labels are for the videotape or other large media (e.g., CD, DVD, VHS-C, mini-DV, audiotape, etc.). Place the label directly on the piece of media, **NOT** on its container. Extra large labels may be used in case of misapplication of one of the other labels for a particular student.

    3. Use the small label provided for Audiocassettes, 8MM, VHS-C, and mini- DV Place the label directly on the piece of media, NOT on the container if at all possible.

Top ↑

Alternate Maryland School
Assessment
LEA: 12   Harford
School: 0270   Aberdeen
High
Last, First M   111222333
Grade:

BINDER SPINE

Front →
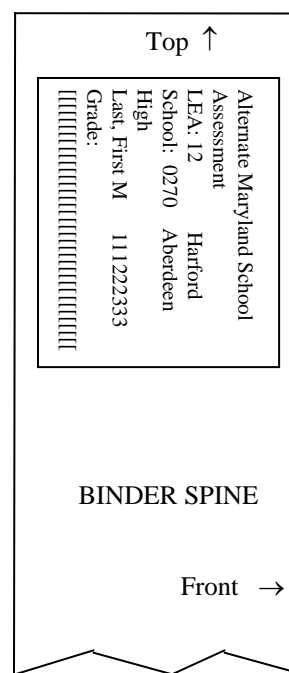
Cautions in applying labels

- **Never** place one label on top of another. Doing so will cause the barcode to become unscannable. If misapplication occurs remove the label and reapply an undamaged label to the test material.
- **Unused portfolios must not** have a pre-printed label attached. If a pre-printed label has been attached to a portfolio that is subsequently not used, draw a line through the label and write "Do NOT Score" on the label. **NOTE: Please refer to instructions for completing the School Shipping List in section 10 of the *ALT–MSA 2006 Handbook* for additional information regarding unused portfolios.**
- In the event that you do not have a sufficient number of pre-printed labels to accommodate the student's test material quantities, please contact Pearson Educational Measurement at **(800) 627-7990 X821.**

<table>
<tr><td colspan="2">

CONFIDENTIAL FAX FORM

**Additional Student
Pre-identification Label Request**

ALT-MSA 2006

</td>
<td>

TO:　　　LAC, LEA #_____ FAX _____

FROM:　　STC Name _____

　　　　　　School Name/No._____

　　　　　　FAX _____ PHONE _____

DATE:　　_____　　　　　No. Pages　　_____

</td></tr>
</table>

INSTRUCTIONS: ALT-MSA 2006 does <u>NOT</u> provide for the use of generic student identification labels. Therefore, all student portfolios MUST have a pre-printed student identification label before they are picked up by the Test Contractor. For students not on the original pre-test file, STCs complete the following information and fax this form to the LAC. LACs review and fax to Pearson Educational Measurement (PEM), attention of Margaret Meeker at (319) 339-6477, and a pre-identification label for the students listed will be sent directly to the school. All columns within the table are required. If you have questions or concerns regarding the fax form please contact PEM Customer Service at **(800) 627-7990 X 821.**

6 digit LEA/ School Number	2 digit Grade	9 digit Pupil number	Student Last Name	Student First Name	MI	DOB (MMDDYYYY)	Gender 1 = M 2 = F	Race (1– 5)*	Specify (N) New Student or (A) Additional label request

ALT-MSA 2006 HANDBOOK PART 10:
DIRECTIONS FOR ALT-MSA 2006 PORTFOLIO COLLECTION AND SHIPPING

Part 10 of the *ALT-MSA 2006 Handbook* outlines the procedures to be followed by the STC in collecting, preparing, packing, and shipping the ALT-MSA portfolios. Figure 10-1 summarizes the steps in the process:

Figure 10-1

Step 4	
March 15 – 17, 2006	
Activities	**Handbook References**
• **STC collects portfolios, applies labels, and prepares for pick up.**	**Parts 9 and 10**

STCs PREPARE RETURN SHIPPING MATERIALS

- Locate the boxes in which you received your ALT-MSA test materials from Pearson Educational Measurement (PEM). **These boxes should be used for your return shipment.** It is important that you use these designated boxes for the safe transportation of test materials. If alternate boxes are used, they must be of an appropriate size, shape, and durability to ensure safe transit of secure test materials.

- Enclosed with your ALT-MSA pre-printed student identification, you will find a **School Shipping List** and **Green return shipping labels**. These materials will be used for the return of your ALT-MSA portfolios. All materials must be stored in a secure location until you are ready to return the completed portfolios. In the event that you misplace return shipping materials, contact Pearson Educational Measurement at, **(800) 627-7990 X 821** to obtain replacements.

- A portion of schools will be randomly selected to have their ALT-MSA portfolios used in Rangefinding (a process used to develop materials used in portfolio scoring). These schools will be notified by the Test Contractor. Materials for Rangefinding will be prepared for pick up by March 15, 2006, and picked up on March 16 2006. All other materials will be picked up starting on March 17, 2006 through March 21, 2006. MSDE will post a pre-determined pick-up schedule on the MSDE DocuShare site at

  https://docushare.msde.state.md.us

  within the STC and LAC folders. The schedule will be posted by March 1, 2006. Contact your LAC if you need additional information on how to log on to the DocuShare web site.

STCS COMPLETE THE "SCHOOL SHIPPING LIST"

The School Shipping List is required for EACH shipment of portfolios and should be placed in box 1 of your return material. See page 10-6 for a blank School Shipping List.

1. Write the school name on the first line.

2. Write the 2-digit LEA code and the 4-digit school number.

3. Write the school system (LEA) name.

4. The School Test Coordinator should sign and date on the appropriate line.

5. Add the total number of portfolios from all grades together and write the total number of **used** portfolios being returned on line 5 of the form. Only **used** portfolios will be processed for scoring. (Used portfolios can be blank if the student was absent or for some other reason did not complete a portfolio). **Used** portfolios are defined as any portfolio assigned to a student regardless of percent complete. The portfolio could be blank, partially completed, or complete.

6. Next, write the total number of **unused** portfolios being returned. **Unused** portfolios are defined as excess portfolios that have **NOT** been assigned to a student.

    NOTE: The total number of used portfolios plus the total number of unused portfolios should equal the number of portfolios shipped to the school by Pearson Educational Measurement.

7. Fill in the information for all students for whom portfolios are being returned. List portfolios in grade order starting with the lowest grade participating.

REMEMBER: Maryland requires ALL students in assessed grades to participate in either the MSA or the ALT-MSA. If a student SHOULD have a portfolio for ALT-MSA but for some reason does not, <u>DO NOT</u> submit a blank portfolio. Through our post-test file reconciliation process, that student will be identified and will be scored. That student will receive a proficiency level designation of "Basic" on ALT-MSA 2006.

STCs PACK THE ALT-MSA PORTFOLIOS

- Scorable portfolios must be packed by grade in the order listed on the School Shipping List. (The boxes in which you received your test materials should be used for your return shipment. It is important that these designated boxes are used for the safe transportation of test materials.) Portfolios must be placed flat in the box with the spines alternating until the box is full. This procedure will assist in distributing portfolios evenly within the box (see Figure 10-2: Packaging Diagram for Portfolios, on the next page).

  1. Examine the portfolio. If it appears the contents could drop out of the 3-ring binder, use rubber bands to wrap the portfolio both vertically and horizontally to ensure the contents stay intact.

  2. Begin packing materials by placing all **unused** pre-printed student identification labels at the bottom of the first box you are packing.

  3. Next, place all **unused** portfolios flat in the first box that you pack with their spines alternating until all unused portfolios are placed in the box or the box is full. If the box is not full, place wadded white paper as packing material to fill the box. Do **NOT** use newspaper or foam peanuts as filler.

  4. Next, starting with a new box, beginning with the last Scorable portfolio on the School Shipping List, place the portfolios in the box until the box is full. If the box is not completely full, place wadded white paper as packing material to fill the box. Do **NOT** use newspaper or foam peanuts as filler. Do **NOT** mix scorable portfolios with other non-scorable materials in any box.

  5. Continue packing boxes of scorable portfolios until all portfolios are packed. The last box packed will contain portfolios from the lowest tested grade and will be considered "Box 1." Place the **School Shipping List** on the top of the portfolios in this box.

  6. Do not seal the boxes yet! Continue with the preparation of the return shipping label.

Figure 10-2: Packing Diagram for Portfolios

School Shipping List

Spine of Portfolio

Open End of Portfolio

Box 1 of 4
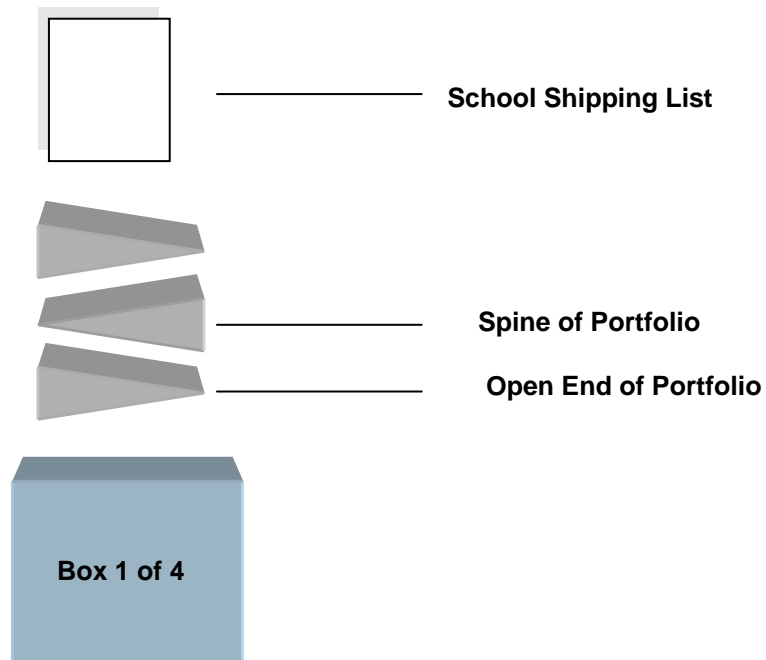
STCs COMPLETE AND APPLY THE RETURN SHIPPING LABEL

- Return shipping labels must be completed and <u>affixed on the outside of each **sealed** box,</u> whether it contains either portfolios you are returning to be scored or unused test materials

  1. In the field on the label titled (PKG _____of _____), write the number sequence on the first line and the total number of boxes you are returning on the second line. For example:

     a. Box 1 will say: (Box <u>1</u> of <u>3</u>)

     b. Box 2 will say: (Box <u>2</u> of <u>3</u>)

     c. Box 3 will say: (Box <u>3</u> of <u>3</u>)

  2. Affix the appropriate GREEN return shipping label on each box.

  3. Verify that the School Shipping List is at the top of Box 1.

  4. Seal the boxes securely with packing tape. Place the boxes in a secure location under lock and key until pick-up. Examples of the shipping label (Figure 10-3) and the School Shipping List (Figure 10-4) appear on the following pages:

Figure 10-3

```
BEALL HIGH (01-2402)
Address 1
Address 2                              PKG_____ of
_____



    ALT-MSA TEST ED 2005 – 2006
    TO: PEARSON EDUCATIONAL MEASUREMENT
        2510 NORTH DODGE STREE
        IOWA CITY, IA  52245
        1-800-627-7990
```

NOTE: You may contact Pearson Educational Measurement at **(800) 627-7990 X 821** if you have questions concerning the return shipping procedures.

SCHOOL SHIPPING LIST
ALT-MSA 2006
GRADES 3 – 8, AND 10

Figure 10-4

A SCHOOL SHIPPING LIST is required for EACH shipment of completed portfolios to be returned to Pearson Educational Measurement for scoring. Complete the School Shipping List and make a copy. Enclose the copy in box ONE of your materials for return. Retain the original School Shipping List at the school for your records.

1. School Name:_____

2. LEA Code: ☐☐   School Number: ☐☐☐☐

3. School System Name (LEA):_____

4. School Test Coordinator's Signature:_____ Date:_____

5. Total number of **USED** portfolios returned: _____
   (Used portfolios will be processed for scoring)

6. Total number of **UNUSED** portfolios returned: _____
   (Unused portfolios will be recycled and used for future administrations)

NOTE: The total number of used portfolios plus the total number of unused portfolios should equal the number of portfolios shipped to the school by Pearson Educational Measurement.

7. Fill in the following information for each student whose portfolio documents are enclosed.

Grade	Student Name	No. of separate Media Items included for each student (e.g. "3 Videotapes")

REMEMBER: Maryland requires ALL students in assessed grades to participate in either the MSA or the ALT-MSA. If a student SHOULD have a portfolio for ALT-MSA but for some reason does not, DO NOT submit a blank portfolio Through the post-test file reconciliation process, that student will be identified and scored. That student will receive a proficiency level designation of "Basic" on the 2005-06 ALT-MSA.

PICKUP OF ALT-MSA PORTFOLIOS

Pickup of ALT-MSA Portfolios for scoring will be handled by Pitney Bowes Government Solutions (PBGS), according to the timeline and procedures outlined below.

NOTE: The Maryland School Assessment (MSA) may be picked up during the same time that the ALT-MSA will be picked up. PBGS will be performing pickups for both ALT-MSA and MSA Reading. Eagle will be picking up MSA Mathematics. Be sure to have all of your materials clearly identified to ensure the appropriate materials get to the applicable Testing Contractor.

Step 1: PBGS Confirms scheduled pick-ups with STC

- One attempt will be made to confirm each scheduled pick-up. Confirmations will be conducted via telephone two business days prior to the scheduled pick-up date. The confirmation telephone calls will be made from March 13 – March 19, 2006.

- In the event that an STC cannot be contacted, PBGS will attempt to leave the STC a message providing the date and two-hour pick-up window. PBGS will then assume that the test materials are ready for pick up. PBGS will note this and any other information that is provided in their outbound calling logs. The pick up schedule will be available on DocuShare at https://docushare.msde.state.md.us in the STC folder for ALT-MSA.

- PBGS associates responsible for scheduling pick-ups will confirm the following information with the School Test Coordinator responsible for ALT-MSA testing.

    1. Scheduled date and two hour window of pick up

    2. Test materials will be available for pick up.

    3. Quantity of cartons to be picked up.

    4. STC name

    5. Special instructions for pick-ups.

    6. The PBGS associate will then fill out the outbound call log with all confirmed information listed above. In the event that the STC wishes to reschedule the pick up date, the PBGS associate will record his/her contact information and submit to the project supervisor.

Step 2: PBGS Collection of test materials (March 15 – March 21, 2006)

- Test materials will consist of completed test materials and unused test materials. PBGS drivers will pick up completed and unused test materials at the same time on the scheduled pick up date. **Important! PBGS drivers will NOT open sealed envelopes or cartons. If you are consolidating materials for more than one school pack each school in separate cartons. PBGS will provide a pick up ticket for each school. See Figure 10-5 on page 10–9 for a sample pick up ticket.**

  1. Upon arrival, the driver will proceed to the school administrative office and attempt to locate ALT-MSA test materials.

  2. When ALT-MSA test materials are located, the driver will verify that all required information is filled out on pick up labels and labels are attached to each carton.

  3. If there are no materials to be picked up (verified by a school administrator or test coordinator), the driver will contact their dispatcher and record all required information on the pick up ticket.

  4. If the materials scheduled for pick up are not ready at the time of scheduled pick up, the driver will contact their dispatcher and record all required information on the pick up ticket. There is a section on the pick up ticket that requests rescheduling information. In order to expedite your reschedule request, please complete all required fields. The driver will notify the school administrator or test coordinator that they will receive a call from an associate at PBGS to reschedule the pick up. In the event that an STC is not contacted by PBGS within twenty-four hours from the time of attempted pick up, please contact PBGS at 301-604-5545 to reschedule.

  5. If the second pick up is missed the school administrator or test coordinator will work directly with Pearson Educational Measurement to request material pick ups by calling the customer service center at **(800) 627-7990 X 821**.

  6. If only one label is provided and filled out for multiple boxes at the time of pick up, the driver will affix pick up labels issued by his/her dispatcher to each carton without a pick up label.

  7. If there are materials to pick up but packages have no pick up labels and no school representative can be reached, the driver will affix pick up labels provided by his or her dispatcher and fill out all required information.

  8. The driver will request for the school pick up attendant to sign the pick up ticket and provide the pick up attendant with the bottom copy. A pick up ticket will be created for each school listed as participating in ALT-MSA. If more than one school is picked up at one location all materials must be in separate cartons by school. The driver will then complete all required logs as instructed by their dispatcher and proceed to the next pick up on his/her assigned route sheet.

Figure 10-5: ALT-MSA Test Material Pick Up

Pitney Bowes Government Solutions

Confidential

Leave Bottom copy for school pick up attendant. Affix Middle copy to lead box when received. Return top copy to project manager.

M LEA ID: ***30***

School ID: ***5555***

School Name: *Sample Test Elementary School*
School Address: *55 Testing Lane, Baltimore, MD 21255*
School Phone: *(410)555-5555*

Route #: *30A*

Pick Up Date/Time: *3/24/2006 9:35AM*

*Total Qty cartons picked up:*_____

Pick Up Attempt 1 (All fields are required)
School Attendant Name (Print): _____

School Attendant Signature: _____

Driver Signature: _____

Date: _____   **Time of Arrival:** _____   **Time of departure:** _____

Comments: _____

Reschedules:

Important! If you require a rescheduled pick up please fill out ALL fields below. If you are not contacted within 24 hours of this attempt, please contact PBGS at (301) 604-5545 to reschedule.

(circle one)

Materials not ready | Test administration for students not complete | Other

Comments: _____

Date that materials will be available for Pick-up: _____

Contact Name and Telephone Number: _____

For Receiving Use Only:
Carton Qty:

Pallet #: _____

Initials: _____

Comments: _____